

Employability: our promise, your career

External, Internal and Future Perspectives

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PREFACE

Background and Executive Summary

Employability – the challenge - every University offers a proposition on employability – it is all too common that it is a promise that remains undelivered!

To distinguish itself in a crowded and marketised HE space, UOB will need to design a clearer, sharper and a targeted value proposition for its students, staff and employers that place employability at the heart of its student experience offer. This is intended to be the arrival place for this report.

To enable this the report aims to balance the need to provide a helicopter audit of the current UOB offer and present a glimpse of the nature of the proposition that could be developed to distinguish our University's competitive positioning in the student experience/employability and graduate employment market space. This will form the basis of the development of a fuller Careers and Employability Strategy over the next two months.

Given the centrality of graduate employability to our student experience offer it is critical that the design, development and delivery of a strategic proposition on employability goes beyond the Review Group findings and report and gets embedded in the DNA of the University proposition. The report however makes a number of key recommendations categorised under six key themes and outlines the immediate next steps (Section 3.8) before concluding its findings supported by detailed research and policy proposals in the Appendices.

Prioritising the recommendations is key to launching and implementing the UOB Employability dream. Suggested prioritisation would be:

Priority Areas	Recommendation Number	Activity	Outcomes
The Beds Award/Certificate	6-10 and more specifically 10.	Working closely with CLE, engage in wider consultation and feedback to develop the characteristic features of the award	Development of an employability strategy
Organisation and Management	12	Gain in principle approval for the organogram of the careers service and facilitate the urgent investment in posts required to develop and sustain the service. Relaunch Employability Action Group (EAG)	A robust organisational arrangement
Performance Management	1	Work closely with Planning to develop an Employability Dashboard to be used as a management tool	A tool that can be used to manage and drive performance
Graduate Offer/Career Bootcamps	9	Development programme targeting the graduating cohorts	For an immediate impact on employability

Introduction

Employability is a complex notion and includes a wide range of knowledge, skills, abilities and attitudes. Our approach should recognise that:

- A simple tick box approach will not be effective
- Priorities vary from subject area to subject area
- Developing 'employment ready' students is often 'forgotten' in the mainstream classroom.

There is widespread evidence that the following factors are important in gaining initial graduate level employment:

- Real and relevant work experience that underpins 'practice intelligence' (being able to be effective in the work place)
- A good class of degree
- High-level communication skills

The University currently uses the ESECT definition of employability based on Yorke (2006):

'A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.'

This frames employability quite widely and whilst we used this too, the report goes onto clearly differentiate between actions for employability and for employment.

The report begins with an environmental overview providing a summary critique of the key reports and white papers that have shaped the thinking presented in this report. Benchmarking our current institutional, faculty and departmental performance on various employability KPI's (Chapter 1), the report goes onto present an overview of the current in curriculum, co curriculum and extra curriculum offer (Chapter 2). The last chapter of the report offers a value proposition for employability for UOB and key recommendations (6-11) that would be the foundation for an employability strategy and for 'making it happen' and driving performance across the institution.

CHAPTER 1: EXTERNAL PERSPECTIVES

1.1. An Environmental and Policy Review

The topic of employability is not new-a number of reports and white papers (Leitch, 2006; Dearing, 1997) over the last two decades have questioned the relevance of Higher Education in bridging the education to employability gap. Whilst it is outside the remit of this group to do a systematic review of the extant literature on employability, a number of reports have influenced our thinking and shaped the resultant narrative for this report. A brief discussion of a select few is provided here.

The Employability Strategy commissioned by Luton Borough Council (2012) highlighted the specific problems associated with parts of the local population who lacked both the basic and key skills required by employers. Much of the focus of this strategy was based around basic skills development and lacked any significant focus on graduate level skills. Indeed the report suggested that whilst a decline in the number of professional and managerial positions (SOC 1, 2 and 3) was expected, demand for graduates would increase, albeit into sub-graduate level roles (SOC 4 and below). This may reflect oversupply of graduates within the local economy and possibly a lack of mobility within certain graduate sub-groups when seeking employment. Sub-graduate level jobs may be taking the available labour output by the University.

Within the High Flyers Report (2012) the University is not a target institution and very few of our graduates secure employment with the top recruiters. The report reflected the competitive nature of the graduate employment market and the need for applicants to distinguish themselves through quality work experience and a high standard of application. The aspirations of some of our students may result in few seeking such opportunities. Any limitations in respect of their communications skills would also be a limiting factor in what largely remains a conservative area of recruitment based on institutional reputation and UCAS tariff points.

The report by Sir Tim Wilson in 2012 highlighted the changing nature of the HE sector within which Universities are increasingly being seen as integral to the supply chain and supporting business growth and economic prosperity. Universities will need to be clear about their specific domain of operation and ensure that the business community are supported by effective enquiry handling systems within the University. In addition to the need for business and universities to work on programme design the report also placed considerable importance on the provision of quality work experience opportunities and the recording of student achievements within graduate recruitment processes. The importance of development in respect of enterprise and entrepreneurial skills was also highlighted.

The Higher Education Academy's report on employability published in 2011 focused on the progress made by CETLs in establishing employability and enterprise development within various HEIs and the resources produced. The Employability Staff Development Groups and the Student Teaching and Learning Network may be useful channels of communication and development within the sector and the sharing of good practice.

Looking at how other Universities outside of the UK have sought to address the employability agenda, the report from BIS in 2011 concluded that the UK practice is highly advanced in several areas; particularly certification of extra-curricular activities and work placements. Also the funding that is available from such bodies as HEFCE to support employability. Melbourne University is cited as an example of an institution which has successfully embedded employability and Aalto who engage employers through a package of services and support for entrepreneurship. Key recommendations within this report included the need to establish a clear understanding of employability within the institution supported by appropriate strategies. Also highlighted was the need for students to take responsibility themselves for developing employability skills. The need for consistency across subject areas is worth noting and maximising the value of extra-curricular activities in such a way that students may gain credit for their engagement. It was also suggested within this report that Careers staff should engage more fully with employers and students to develop the strength of relationship which would inform and benefit the institution and service provision.

Changes in Student Choices and Graduate Employment were published by Universities UK in 2010. Echoing some of the points made earlier relating to a reduction in the number of graduate level jobs, this report also highlighted the variations in applications and employment outcomes across different subject areas and the uncertainty that graduate may face seeking employment in a more challenging economic environment.

If we agree that HEIs are in supply chain for graduate labour then our output should be 'fit for work'. The 2009 UUK and CBI Report Future Fit noted the increased competition for graduate level jobs and the value that employers place on graduate skills. The value of quality work experience has been a recurring theme and the importance of students engaging in the opportunities which are available to develop their employability skills was again highlighted.

Note 1: The thrust on employability in either policy or practice circles is not new, what is overdue as a response is the clarity of the HEI's employability message in both substance and packaging. (Section 3.1. and 3.3.)

1.2. UOB Performance Data

All of the DLHE data collected is submitted to HESA and it is this data that is used within UNISTATS, the various League Table publishers, the KIS data and Destinations Interactive. There is however a multitude of ways in which the DLHE data can be presented, depending on what message the University wishes to deliver. All HEIs to a greater or lesser extent will try to present their graduate outcomes in the best possible light.

A snapshot overview of UOB's performance against the selected comparator group is presented in Table1 and highlights:

1. The lowest UCAS entry tariff – 180/200 points
2. The lowest proportion of graduates gaining a 1st – 6%
3. The highest proportion of graduates achieving no award – 11%
4. Just above average career prospects (Guardian, 2013) -53%
5. Just above average Graduate Level Employment -68.7%
6. A relatively low proportion continuing their studies with us – 49% (range 48% to 69%)

A below average NSS Personal Development and overall satisfaction score.

An obvious comment to make here is the lack of dashboard information relating to 'work experience' gained whilst studying at UOB. It is clear from the UKs major graduate recruiters that the single most important factor in recruitment/non-recruitment is the lack of relevant work experience. Of course work experience is being used as a surrogate measure here for 'practical nouse' – the ability of a graduate to gain traction in an organisation and be effective and have the potential to make a difference.

Another such area is information on international students and PG students.

Looking at the correlation between the different data sets there appears to be a positive correlation between a high UCAS entry tariff and NSS (0.78), Graduate Level Employment (0.69) and attaining a 1st Class Degree (0.81). It was also noted that the higher the proportion of FT students, the better the NSS score (0.87) and the better the NSS score the higher the proportion in graduate level employment (0.66).

Figure 1: UOB Performance against a Comparator Group

		Guardian Guide 2013		KIS DLHE 2010/11 - Destinations Interactive						NSS 2012	
Institution		Career Prospects	Ranking	% Graduate Level Work	U/E %	Median Salary	U/E %	NSS Personal Dev.	NSS Satisfaction		
Coventry	M+	63%	46	74.4%	6%	£21,000	6%	86%	85%		
Edinburgh Napier	M+	62%	50	70.8%	5%	£20,000	5%	82%	83%		
Birmingham City	M+	60%	56	78.1%	12%	£20,000	12%	83%	80%		
Oxford Brookes		60%	57	67.8%	7%	£21,000	7%	85%	82%		
Hertfordshire		56%	72	60.9%	11%	£19,000	11%	81%	83%		
Bedfordshire	M+	53%	83	68.7%	8%	£20,000	8%	78%	79%		
De Montfort University		52%	88	64.4%	9%	£20,000	9%	84%	84%		
Greenwich	M+	51%	91	68.6%	11%	£21,000	11%	83%	84%		
Anglia Ruskin	M+	50%	94	76.1%	6%	£21,000	6%	79%	76%		
Middlesex	M+	48%	102	61.0%	13%	£18,000	13%	78%	79%		
Buckinghamshire New	M+	47%	112	62.0%	12%	£19,000	12%	76%	74%		
Northampton	M+	47%	113	61.1%	4%	£19,000	4%	85%	80%		
<i>Average Values:</i>		<i>54%</i>		<i>68%</i>	<i>9%</i>	<i>£19,917</i>	<i>9%</i>	<i>82%</i>	<i>81%</i>		

Figure 2: Faculty Performance

	2007/08		2008/09		2009/10		2010/11	
	Total Work	% Grad Work	Total Work	% Grad Work	Total Work	% Grad Work	Total Work	% Grad Work
UBBS	303	61.4%	519	79.4%	181	38.7%	138	39.1%
CATS	268	45.2%	239	59.4%	268	50.4%	298	49.3%
ETS	882	83.7%	841	78.1%	833	77.9%	893	75.8%
HSS	523	86.4%	436	86.7%	514	83.9%	513	78.8%

Ref: DI

Figure 3: Departmental Performance

BD030 – PE & Sport		BD031 – Sport & Exercise Science		BD040 – School of Education		BD041 – Dept of Primary Education	
Total Work	194	Total Work	52	Total Work	292	Total Work	82
% Grad Work	62.4%	% Grad Work	28.9%	% Grad Work	80.1%	% Grad Work	92.7%
BD042 – Dept Secondary Education		BD043 – Education Studies		BD050 – Tourism & Leisure		BSO – British School of Osteopathy	
Total Work	200	Total Work	50	Total Work	23	Total Work	31
% Grad Work	97.5%	% Grad Work	62%	% Grad Work	21.7%	% Grad Work	93.6%
BU060 - HRM		BU075 – Marketing		BU080 – Business Systems		BU085 – Law	
Total Work	17	Total Work	24	Total Work	41	Total Work	18
% Grad Work	88.2%	% Grad Work	54.1%	% Grad Work	26.8%	% Grad Work	33.3%
BU090 – Accounting		BU200 – Language & Communication		CM010 - Computing		CM022 – Art & Design	
Total Work	19	Total Work	19	Total Work	69	Total Work	60
% Grad Work	26.3%	% Grad Work	21%	% Grad Work	63.8%	% Grad Work	48.3%
CM027 – Media Arts & Design		CM252 – Science		CM300 – Performing Arts & English		HS010 - Psychology	
Total Work	81	Total Work	35	Total Work	53	Total Work	39
% Grad Work	37%	% Grad Work	71.4%	% Grad Work	35.8%	% Grad Work	30.8%
HS032 – Healthcare		HS034 – Applied Social Studies					
Total Work	252	Total Work	191				
% Grad Work	96%	% Grad Work	63.9%				

Ref: DI (Departmental data will include results from courses delivered by partner colleges)

This further illustrates the positive impact that Education and Health graduates have on the overall results. Improvements between 2009/10 and 2010/11 are noted in the faculties UBBS, CATS and EST. The fall in HSS performance results from changes seen with Applied Social Studies where 39% were in non graduate employment in 2010/11 compared to 26.21% in 2009/10. Public sector cuts could well have been a major factor in this respect.

1.3. Looking Outside In - some examples of sectoral practices

This section could run into pages as there are a number of leading edge sectoral practices. The recently recruited Graduate Academic Assistants at the Business School researched and reported the following sectoral exemplars, subsequently considered by the review group:

- **University of Salford:** devised a five day training programme to improve graduates' skills. The Graduate Gateway programme looks at teamwork, communication, career planning skills as well as CV, interviewing and speed networking which all help to boost confidence. Their Information Team organises "Careers on Campus" events where they go in to the university's various schools with relevant information and promote the career services office. They also cooperate with key academics who work as their 'Employability Champions' within their schools, disseminating and promoting careers information and opportunities.
- **Liverpool John Moores University:** has developed the World of Work programme. It has been built through cooperation with business leaders from organisations such as Siemens, Shell, Ford, Sony, Oracle, Airbus and the NHS. These companies helped the University to develop and implement new programs based on their corporate needs and expectations.
- **University of Surrey:** About 65% of Surrey's undergraduates participate by taking employment - typically as part of the third year of a four year course. They work with 350 organisations, many of which are overseas, providing around 900 placements every year. Once there, students are visited up to three times to make sure everything is going well. They also provide students with easy access to employers on campus. A programme where more than 200 employers visit the university every year to give presentations, deliver workshops on job hunting skills or run business games, has been built as well.
- **Sheffield Hallam University:** offers the award winning Venture Matrix programme which is a work-based learning scheme that aims to develop students' employability and enterprise skills through real life work-related projects that are accredited as part of their degree at Sheffield Hallam University.
- **UWE:** alongside their usual employability input (placements, vacancies, guidance etc) run a Graduate Development Programme where from day one students are assigned a tutor group of about 15 members that will continue throughout their degree. Some Business groups are mixed discipline. Sessions are timetabled (12 hours in year one, 8 in year 2, four in year 3) The programme is endorsed by employers and at the end of each year students complete a written piece of work to reflect their personal and academic development. Performance is recorded

and a Certificate is awarded alongside the degree as evidence that the student can manage their own personal development and learning. An awards ceremony celebrates Team of the Year and Tutor of the Year. Subjects covered in sessions may be tutor led but also student led and students are encouraged to run their own student led sessions outside the timetable. Sessions could include specific study skills, work with employers, networking skills, research skills, careers input to include researching opportunities globally.

The above is by no means an exhaustive list, nor an aspirational one per se. Indeed UoB already deliver some of these activities however it is apparent that partnership with employers (Recommendations 7 and 9b later in this report) and the packaging of the University offering (Recommendation 14 and 15, Section 3.4 in this report) are crucial to the success of any employability proposition. In order to distinguish our offering developing a corporate portfolio of high impact activities (Recommendation 10) would be critical.

THEME - PERFORMANCE MANAGEMENT

Recommendation 1: Develop a UOB Employability Dashboard that sets out the targets and milestones by department very clearly and is an 'easy to use' management tool.

Recommendation 2: Identify clearly the 'problem areas/subjects' for targeted support.

Working closely with the Dean/AD Student Experience put necessary resources in place for performance improvement.

CHAPTER 2: INTERNAL PERSPECTIVES

2.1. UOB current in curriculum employability offer

The HEA report published in 2012 advocated that the pedagogy for employability should inform the entire curriculum. Programmes of study should help students develop creativity, confidence and the ability to articulate their achievements. It was suggested that this may be through a 'pathway' or a specific graduate development programme; both potentially supported by an appropriate Employability related Award.

The importance of experiential learning, work experience to contextualise the subject and an institutional culture which supported employability were seen as key to success. Courses should make employability explicit through validation process and learning outcomes.

A qualitative audit of the current offer was undertaken on behalf of the Chair by the employability advisers in Careers coordinated and overseen by Maria Meehan. A summary of this can be found in Appendix 2 and a detailed report can be obtained from the Chair. It would be fair to conclude however that the in-curriculum offer within UoB is very variable across departments. Where courses are directly linked to a vocational area such as Teaching and Nursing, existing provision is a strength. In areas where it is universally known that competition for entry level jobs is fierce such as Art and Design and Media the employability offer seems particularly strong and focussed. In subjects that *appear* to have a strong vocational leaning backed up by external accreditation such as Accountancy and Psychology however there may be some assumptions by the department and students that this is sufficient. This can lead to a complacent approach by both staff and students.

This highlights the need to:

Note 2: Ensure that all students have access to meaningful periods of course-related work experience (sandwich years, placements, work experience units etc.) linked to academic credit.

Note 3: Establish minimum specifications/entitlements for CV writing, career management skills, personal development planning etc. expected in all courses.

The above two are addressed in Recommendations 6-11 later in this report. The following recommendations are made to deliver performance in this area:

THEME - PERFORMANCE IMPROVEMENT - PRE ARRIVAL

Recommendation 3: Raise entry standards (not criteria)

More sophisticated screening processes to measure commitment to and understanding of the course proposition on entry (Appendix 3).

Note 4: This is an expensive option and perhaps an impractical one for University wide adoption but a targeted approach in certain areas using this approach may have benefit.

THEME - PERFORMANCE IMPROVEMENT – COURSE MANAGEMENT

Recommendation 4: Course Approvals and Employability

Ensure course approval and review looks more critically at what is proposed in terms of employability and at the effectiveness of what has been operated.

Recommendation 5: Annual Monitoring and Employability

Establish clear linkages between the annual monitoring process and the effectiveness of employability at activities.

Note 5: Further discussions with QD and CLE are required to enable Recommendations 4 and 5.

2.2. UOB current co and extracurricular employability offer

A review of the activities currently available (See Appendix 2) reveals a broad range of options which support the careers and employability offer.

These may be categorised as follows:

- Core Information Advice and Guidance activities (IAG)
- Development programmes and awards
- Extra-curricular work / volunteering
- Student Society and Union activities
- Online services
- Graduate support services

There are however a number of inherent problems within the current offer:

- Student engagement can be very low in terms of overall numbers
- The promotion of “variations on a theme” may devalue the perceived benefits
- The offer may be confused where there are multiple delivery points
- Poor communications and ‘competing’ messages may be off-putting to some students
- Staff may lack awareness of the services available and how these can be accessed

Accordingly there is a need to clearly define the services that are available and ensure that the access to these services is unambiguous and is fully supportive of the student experience throughout their time at University and establishes an understanding of the support that may still be accessed after graduation. This aftercare support may be a distinguishing feature of the University and would be sympathetic to our mission as an Access Institution.

It is worth noting:

Note 6: The corporate offer is very fragmented and not always student facing. There is scope for confusion at best and diversion of limited resources to low impact activities at worst. See the Future perspectives chapter for recommendations pertaining to this area especially Recommendation 8 and 10 would address this.

CHAPTER 3: FUTURE PERSPECTIVES

3.1. Developing the UOB employability proposition

Transforming our students' and graduates' future employment opportunities is our most important priority. Providing an employment focused curriculum and engaging businesses and the professions with all that we do has to be at the heart of 'the transformational opportunity' that the University's vision is founded on. Future employment prospects have never been so much in the forefront of peoples' minds when considering what and where to study. We want to distinguish our University by the passion, determination and imagination with which we address those concerns of our future and current students and our graduates.

Our passion about employability is to provide students with relevant and transferable knowledge, attributes, skills and experiences as the bedrock of success in a competitive graduate employment market. The realisation of our ambitions will be underpinned by an understanding that confidence, reflection for personal and professional development, and relationships and networking are key aspects of securing graduate employment. National and increasingly international mobility are also important features of successful entry into and sustainability of graduate employment.

Our ambition is to transform the range and type of opportunities our students aspire to and are successful in achieving. We want our University to be known for the high levels of employment of our graduates and in particular the securing of graduate employment. We want our students and graduates to recognise their University for having supported them wholeheartedly in those endeavours. We want them to share in our pride for the value that has been added as a result of being part of this University's community and be ambassadors for our success and contribution.

Note 7: The post review work on careers and employability needs to focus on the recommendations in this chapter in particular in order to shape an Employability Proposition 2013-2018.

Our University's Strategic Plan outlines the following objectives and measures that will shape our ambitions for this portfolio:

Figure 4: Alignment with the University’s Strategic Plan 2012-17

Theme	Objective	Measures of Success
Student Experience	<p>To maintain and grow our reputation for graduate employment...</p> <p>To be recognised for the quality of our curriculum, co-curriculum and extracurriculum in developing graduates with immediate positive impact on organisations and communities.</p>	<p>The career success of our graduates will position us above the sector average for graduate employability, and one of the top five modern universities.</p> <p>30% of our student population will be actively engaged each year in co-curricular and extracurricular activity and experiential learning.</p>
Student aspiration	<p>To nurture and support the ambitions of our graduates for rewarding careers and immediate employment advantage, encouraging participation in placements, internships and other career development opportunities.</p> <p>To provide a framework for integrating curricular, co-curricular, extracurricular and experiential learning, enabling our students to develop attributes essential for their effective contribution to the sustainable development of organisations, professions, communities and societies.</p>	
Knowledge Transfer	<p>To develop the drive and capacity for interdisciplinary collaboration and social enterprise as core attributes of our graduates and their HEAR records</p>	<p>All graduates will receive recognition of their skills and achievements in enterprise and civic engagement as part of their achievement record.</p>
Collaboration and Partnership	<p>To formalise our collaboration with employers and professional bodies in the delivery of a fully accredited curriculum.</p> <p>To maintain our role in providing health, education and other professionals through a range of routes that maximise access to careers and the supply of a diverse well-qualified workforce.</p> <p>To embed collaboration within the student experience, providing all students with opportunities to develop mentoring, coaching and volunteering expertise.</p>	<p>We will double our level of formal engagement (20,000 days per year) with local employers and organisations across our campus- and partner-hubs.</p> <p>100% of our courses will be recognised formally by professional bodies, employer organisations or through the University of Bedfordshire kitemark as offering curricular relevance and outstanding opportunity.</p>

In order to deliver these objectives it is critical that the UOB careers and employability value proposition enables a framework that is localised and embedded within courses and departments yet can be ‘managed’ at a corporate level to deliver the UOB Employability Dashboard for 2018 (draft attached).

The value proposition itself needs to be clear regarding our promise to our students, graduates and employers and what it means for our courses, academic staff and for the organisation of our corporate offering. The following Recommendations propose a potential proposition.

An attempt is made to propose through the next set of recommendations the defining features of a future employability provision but:

Note 8: Recommendations 6-11 require further in depth consultation with FEG's and HOD's individually to define and refine this proposition.

THEME - DESIGNING A DISTINCTIVE UOB PROPOSITION

Recommendation 6: Our promise to our students

We work in partnership with you, to develop in you a highly employable graduate who evidences:

1. A **creative, can do mindset** which can be readily applied and made relevant to organisations and their professional lives
2. The ability to be an **intelligent professional/practitioner** combining intellectual and emotional attributes and be able to add value to businesses and organisations
3. The **confidence** in your capacity to manage the challenges of the moment but also to be able to contribute to **shaping global community futures**
4. **Insert up to two localised course based propositions** e.g. for Accounting and Finance course in the Business School:
5. The practice of accounting and management in real world projects from a range of organisations
6. Applied self-awareness to make a positive impact in the workplace, in society and for personal career development

“The UOB graduate is a creative, intelligent, confident, international practitioner/professional”

Note 9: The above will need to be refined and packaged in further consultation with CLE w.r.t. the work on Graduate Impact Statements which has made significant progress.

Recommendation 7: Our Value proposition to our employers

Our graduates not only possess a University qualification but also a ***Certificate of Practice or Experience or Beds Graduate Practitioner Award or Beds Practice Award or adapt the existing Edge***

Award (Working Titles only) that may comprise for example-a core experience delivered through a credit bearing/core/mandatory component of their course of study. This core experience can be real work experience (e.g. sandwich years, placements, work experience units, internships) or a practice experience (e.g. accumulated practice weeks].

The certificate of experience/practice provides an employability framework within which subject based or localised provision/offer can flourish –it addresses the current fragmentation yet keeps the proposition close to the student experience i.e. their course.

To embody, embed and monitor our proposition it is recommended that the curriculum and co-curriculum offer delivers The Practice Edge (Recommendation 8). Features of the Practice Edge are not new and are expected to be embedded and implemented as part of existing academic policies (CRe8, SOAR, PDP, Research informed learning) and/or University Strategic Plan.

Recommendation 8: The Curriculum and Co Curriculum Promise - The Practice Edge – (The 5P's!)

To underpin delivery of the above aims all students at our University will have as a fully integrated and coherent part of their learning:

- a. Supported development of graduate employability related ***Practitioner and transferable skills*** embedded within the curriculum of each course (Appendix 4).
- b. As part of the programme of study there will be support to engage with ***Personal and Professional Development Planning*** (Appendix 5 and 6).
- c. ***Practice Experience***- A core experience delivered through a credit bearing component or core/mandatory component of their course of study (e.g. sandwich years, placements, work experience units, internships etc.) (See Appendix 7 for the proposed RRF for placement coordinators)
- d. ***Practitioner/Professional Accreditation***- A practice driven experience needs endorsement from employers/practitioners/professional bodies
- e. ***Portfolio Experience*** - A range of additional recognised and supported course and other activities that enable you to follow your interests, enrich your experience and enhance your employability

The real work experience or equivalent practice experience is the theme on which our University's reputation will be built upon even though the other 5 pillars of the practice edge will together deliver the overall careers and employability promise.

Recommendation 9: Our promise to our Graduates

To bridge the gap from employability to employment for our graduates will need a concerted and targeted effort by UOB to invest in a graduate support programme especially until the 'employability' programme can deliver 'employment' results.

Graduates will be offered support and opportunities to assist with securing initial graduate level employment, self employment or further study.

A number of potential interventions should be enhanced or explored with the aim to support our graduates into employment once they have completed their studies. Key to delivering on this requires:

- a. **Graduate Support Programme** - An active student and employer facing programme as a proactive continuation of the offer of the careers and recruitment services to graduates.
- b. **Targeted Careers Bootcamps** This might take the form of intensive programmes designed to ensure individuals have core skills to search for and be competitive in the job market. Above all else to boost confidence, ambition and motivation.

Note 10: An employability strategy cannot be delivered without a proactive and robust Employer (and Alumni) engagement strategy. It is critical that this is developed alongside this proposition.

Recommendation 10: How we deliver our promise: The Beds Award

In order to have a targeted focus on developing the UOB graduate attributes/GIS it is beneficial to have the framework of a Beds Award (the current Edge award can be re-engineered or abolished or reincarnated to provide course/subject customisation).

Essentially the Practice Edge will span all our courses but the Award will be earned. Beneath it will be a corporate offering menu.

Figure 5: Illustrative Character of the Beds Award



Of course this only provides a starting point for further discussion. Indeed departments may bid to have more activities 'internally' accredited as part of the menu of the Award from which the student has to do a select number/combination of activities to attain the award.

Figure 6: A sample (subject customised) Certificate of Practice/Beds Graduate Award



It is important that the University has at a corporate level a number of extracurricular opportunities on offer to students that motivate, raise ambition and confidence and are proven to have impact on the competitiveness of our students. Within the corporate scheme there may be significant benefits from faculty or departmental level adaptation and/or ownership in order to develop the award for that course/subject area.

Not many Universities are able to provide a 'degree' qualification and a 'work' / 'practice' qualification! This therefore becomes the prime focus of our employability proposition and framework. The corporate menu to deliver this promise has to remain targeted toward the graduate attributes that the offer can deliver. Choice and option and variety in the activities that can be undertaken to attain the award is not problematic as long as its packaged within the framework of the Beds Award/Certificate of practice. Real work experience or a practice experience would be the basis for this University wide (yet localised) Certificate of Practice/Award.

It is apparent from a review of the current corporate offering (Appendix 2) that a number of low impact activities are part of the offer. Following further consultation and work the corporate offering can be clustered around the following themes:

Theme	Corporate menu/schemes
Work Experience	Placements, sandwich years, on campus employment. See Appendix 8 for a proposed on campus recruitment policy.
Practice experience	Practice weeks, internships, apprenticeships.
International mobility	Erasmus, study abroad,
Social and community engagement	Volunteering, See Appendices 9-11 for a comprehensive review of unpaid work, student leadership development and a Volunteering Review provided by Beds SU.
Creativity and enterprise	B-innovative, Business Leadership

Figure 7: Illustrative themes/clusters for the corporate offering

Lastly to ensure that the offer remains integrated from a student, employer and University perspective:

Recommendation 11: Deploy HEAR as the integrative framework for curricular, co-curricular and extra-curricular activities for recording individual achievement across the offer.

THEME - ORGANISATION AND MANAGEMENT

3.2. Organisation and Management

When the Careers Service was restructured in August 2011 it established two principle areas of work:

1. Curriculum and Information, Advice & Guidance – 4 staff
2. Recruitment – 3 staff

The University position on Placement provision was not fully defined or resourced at that time and specific support for placements was excluded.

Informed by the Wilson Review, the success of our graduate support programme (Hire Me), the needs of students and discussions at the Careers and Employability Working Group we are now able to progress phase 2 of the restructure.

Central to this recommendation is a structure which:

- Provides sufficient staffing to work proactively with students, graduates and employers
- Provides clarity to the student body in respect of our Careers and Employability offer
- Provides open and fair access to all students
- Is characterised by collaborative cross functional working
- Reduces the administrative burden for academic staff
- Further extends the service to graduate users
- Reflects high standards of customer service in respect of our internal and external contacts

Recommendation 12: It is proposed that our Careers Service be structured around three key teams:

- **Curriculum Team** - the work we undertake in collaboration with academic staff to enhance the employability of our students.
- **Co-curricular Team – providing support for work experience initiatives such as placements.** Investment in a team around this is mission critical to deliver the promise. In Appendix 7 there are proposed RRF's and JD's for three additional posts in this area.
- **Graduate Support Team**- engaging with employers and seeking to establish the University as a destination of choice for graduate recruitment. Investment in this team is critical or the gap between employability and employment will never be bridged!

Appropriate **resourcing** within these structures is key too and some consideration should be given to the size of delivery teams (for instance Liverpool John Moores employ 14 careers staff linked to the curriculum and delivering IAG, UoB 4!). See a confidential attachment on the proposed organogram for the careers and recruitment service.

Full budgetary and post implications of this will be developed on a confidential basis as necessary.

Recommendation 13: A student-facing, employability hub based approach is adopted such that all those operating to deliver the employability proposition (irrespective of the line management/ location) have a student-facing location.

It may be worthwhile considering the location of the Careers and Recruitment support service to facilitate this. Presently the team is housed at Level 1 of the campus centre. An alternative location could be Level 1 next to the SID area.

This requires further consultation as the current location does have some advantages that we would not want to lose in the consideration of a new space. However its placement in the heart of the University's centre sends a strong metaphoric message.

THEME - MARKETING AND COMMUNICATING OUR PROPOSITION

3.3. Marketing and communicating our proposition

This is a key area for further investment of time. Upon agreement of the final direction of travel for the UOB Employability proposition is recommended that a specialist organisation is engaged with to further develop/refresh the identity of employability within the University brand and marketing activities in the light of the new strategy. The brand and activities which promote and position the University for Employability should distinguish the University and its students. The target audiences would be future students, current students and employers.

It is our view that in the crowded space for 'employability' offerings by HEI's there is little scope for true distinctiveness. However distinguishing our pledge and offer would entail creative yet honest packaging.

Recommendation 14: Invest in imaginative 'Showing' and 'Telling' our proposition.

Supplement traditional 'marketing' techniques with specialist text/visual/creative artists to find creative expressions for our offer for external communications. Style will be as most important as substance!

Recommendation 15: Develop a robust yet simple internal communications plan in partnership with staff and students.

3.4. Immediate Next Steps

It is recommended we:

1. Develop a detailed employability strategy and implementation around Future Perspectives i.e. Recommendations 6-11 based on wider consultative feedback with HODs and FEG's.
2. Develop a more comprehensive communications and launch programme starting May 2013 including presentations at HODs, CMT.
3. Do pilot programmes e.g. careers bootcamps between May-July for current students and an enhanced Graduate Support programme.
4. Continue to support the design and development of a distinctive offer through the Careers and Employability or similar Group.

3.5. Conclusion

This report has aimed to give the University of Bedfordshire reader an insight into the current employability offering and suggestions for its future management and improvement. The report begins to touch upon future perspectives i.e. goes beyond 'reviewing' the current offer to making an initial attempt at designing the future offer.

This is not a employability strategy document but the basis for the development of one over the coming months.

It is recommended that the momentum initiated by this review group as a mission critical strand of student experience isn't lost and a sub group/Employability Action Group (EAG) is (re)established to continue this work over the next few months enabling termly updates at the VCSEG and the Academic Board. This sub group will drive the design, development and delivery of a distinguished UOB Careers and Employability offer which will give the targeted focus that this mission needs to be a driver for a distinctive UOB student experience.

APPENDICES

Appendix 1: Overview summary of the current in-curriculum offer

Impact rated: 1 (Low) to 5 (High)

	<u>Core employability unit</u>	<u>Key features of employability provision</u>	<u>Placements Provision</u>	<u>Practice based work / projects</u>	<u>Employer Presentations / Engagement</u>	<u>Employability Events & Conferences</u>	<u>Field Visits for Students</u>	<u>Enterprise Provision</u>	<u>Other</u>
BBS	To be noted that the School is undergoing a full Curriculum Review in calendar year 2013 as a part of which key employability features will be embedded across the UG and PG curriculum including Practice Weeks, Leadership Futures as a core feature of the employability provision.								
Management & Business Systems	Business mgmt Level 4 not all students attend even though this is assessed. (3) HRM None MBM Skills for success unit (optional) MBA ?	Business Mgmt Assessed CV early in the course, placements encouraged, most lecturers are or have been Business Managers (3) HRM New contact In development MBM Range of guest speakers includes hour on presenting self for empmt MBA CV prep and Elevator Pitch	Business mgmt Optional level 5 placement (5 where undertaken) HRM Placement option MBM/MBA none	Business mgmt Through the course and currently under review Option of work based Dissertation HRM MBM/MBA ?	Business mgmt Occasional guest lectures, Impact was high but student attendance was low so ceased Many lecturers are/have been employers HRM In development MBM/MBA unknown	Business mgmt none HRM HR masterclass keynote speakers and workshops whole day MBM/MBA unknown	None	Business mgmt Optional entrepreneurship unit level 5 (3) HRM None MBM/MBA unknown	Business mgmt EA Sourced employer contribution to validation
School of Law LLB	no	Legal Education & Practice Unit in year 1 (level4) involves work on CVs & and career planning. EA is involved in delivering two lectures. (3))	no	no	Option to visit Inns of Court, Crown court and other legal organisations (3)	'Alternative Law Careers' Seminar scheduled for February 2013	See Employer engagement	Talk on 'commercial awareness' delivered by solicitor (3)	University takes part in national Mooting competition and other debating activities (3) Student Bar Society (3)
Dept of Accounting and Finance	Unit in year 2 AAF004-2 Personal Development	Analysis of Skills Assessed CV & presentations on researched careers.	No formal support-can do sandwich year, placements	no	CIMA and ACCA talks year 2 (2) Placement year student returns to	None	none	None	Sage accounts package covered in year 1 for some students

	<u>Core employability unit</u>	<u>Key features of employability provision</u>	<u>Placements Provision</u>	<u>Practice based work / projects</u>	<u>Employer Presentations / Engagement</u>	<u>Employability Events & Conferences</u>	<u>Field Visits for Students</u>	<u>Enterprise Provision</u>	<u>Other</u>
	in Accounting and Finance (3)	Looking at adding an assessment centre type activity in curriculum this year(in tray exercise) (3)	encouraged (5 where happens v low take up one or two a year)		present (4) Mazars to give presentation Dec 2012 (3)				(4). Exemptions from some ACCA papers (2) Bloomberg Assessment test offered (3)
Dept of Language and Communication	Yes professional practice Level 3	Bespoke carers sessions (3)	Students encouraged undertake all levels (3)	Yes all levels	no	no	yes	no	
Marketing,	no	Advertising Marketing communication /PR staff have strong industry experience (3)	no	no	AMC /PR Some employer talks (3)	no	AMC /PR Some level 6 PR students work directly with an agency (4)	no	no
Tourism & Hospitality	Tourism and Leisure No embedded through units Destination MK project embedded in TAL002-3 Tourism and Hospitality Marketing unit. (5) Year 2 – Research Methods assignment,	Tourism and Leisure Employability days Most lecturers are/have been in the profession LinkedIn page (3) Planned- Case Studies (5)	Tourism and Leisure Level 5 (optional) Level 7 compulsory (5)	Tourism and Leisure Numerous Junior Research Institute (JRiI) and employer briefed assignments/projects (5)	Tourism and Leisure Thomas Cook presentation (optional)	Tourism and Leisure Twice yearly optional Tourism and Leisure Employability days. (5)	Tourism and Leisure JRiT visits and research work	None	Tourism and Leisure Database of contacts across private and public sectors, regionally, as well as internationally (4-5) Joint visits to employers academics with UOB recruitment team eg Easyjet

	<u>Core employability unit</u>	<u>Key features of employability provision</u>	<u>Placements Provision</u>	<u>Practice based work / projects</u>	<u>Employer Presentations / Engagement</u>	<u>Employability Events & Conferences</u>	<u>Field Visits for Students</u>	<u>Enterprise Provision</u>	<u>Other</u>
	based on career aspirations Year 3 - students undertaking a placement unit - 1 year placement abroad Year 4 - employer briefed assignments and dissertation (5)								
Dept of Comp Science & Technology	None but: Yr1 - Fundamentals of Computer Studies (30 credits) (3), Yr3 - Social & Professional Project Management Unit (3)	transferable skills and self reflection, researching employers and looking at jobs available, writing tailored CV, action planning. 1 hr careers session to support this unit. (3) Yr3 –project management skills (Prince 2 methodologies (4)	Student placements (1) – few opportunities at present (5)-high impact if increased	Dedicated Business Interaction Manager builds links with industry to source final year projects (3)	Guest lectures, Employer panel (3)	Microsoft Games Jam, Global Games Jam (3)	visits to Games studios in past years (3)	None	
Div of Journalism & Communications	no	Staff in journalism have strong industry experience (3)	no	Occasional (3)	Occasional (3)	no	Occasional (3)	none	Opportunity to join the Professional Leadership Academy (3)

	<u>Core employability unit</u>	<u>Key features of employability provision</u>	<u>Placements Provision</u>	<u>Practice based work / projects</u>	<u>Employer Presentations / Engagement</u>	<u>Employability Events & Conferences</u>	<u>Field Visits for Students</u>	<u>Enterprise Provision</u>	<u>Other</u>
Div of Media Arts & Production	Working in the media unit – mandatory for media production & media practices opt for TV prod (4)	how to find employment including freelancing /starting own business, TV production - CV surgeries Yr 1 & 3, actively encouraged and supported to find work experience inc academics building links with industry/ sourcing work exp (5)	Yr 1, 2 & 3 completion of work experience forms then actively encouraged(5)	TV studio – simulated work environment Edit Share – student showreels, (5)	TV prod - Master classes with industry experts, networking event with employers, employer presentations (4)	Annual networking event (inc BBC, C4, film makers, comedians, presenters), current students, alumni, academics, senior UoB staff inc HoD, Dean, (4)	BBC TV Centre, TV recordings Princess Productions (3)	Media Bedfordshire – in house video prod company (3)	
Div of Art and Design	Professional Practice unit (30) (5)	creative technologies including basic web design, CV assignment, yr 1 & 2 transferable skills, CVs, work experience sessions Yr3, Finding work, career options, self employment, online presence (including LinkedIn best practice). Speech & presentation coach to deliver sessions to yr 3. (5)	Assessed assignment applying and procuring work experience, face book page for unguided projects (4)	Embedding industry projects into curriculum, (4)	Regular presentations by industry practitioners throughout the country, including local community (council, carnival arts, Vauxhall) (4)	Exhibitions, art events, British Animation Awards (4)	Fashion – Paris, community engagement regeneration field trips (3)	Real emphasis on entrepreneurship with clusters being restructured to aid delivery, Self employment workshops, competitions (4)	Employing graduates within the dept to facilitate delivery to current cohort (4)
Div of Performing Arts & English	Becoming a creative practitioner	inductions							Academics have not responded to requests to engage

	<u>Core employability unit</u>	<u>Key features of employability provision</u>	<u>Placements Provision</u>	<u>Practice based work / projects</u>	<u>Employer Presentations / Engagement</u>	<u>Employability Events & Conferences</u>	<u>Field Visits for Students</u>	<u>Enterprise Provision</u>	<u>Other</u>
Div of Science	None but UG all levels embedded "Skills" based teaching 15 credits (3)	Accredited IBMS Institute of Biomedical Sciences course(5), UG yr 1-2 embedded skills training - report writing, referencing, careers provision, creating a CV, basic numeracy, Yr 3 – laboratory project unit (3)	Voluntary with L&D hospital (2) voluntary UoB lab assistants (2)	laboratory project unit (3)	Guest lectures from healthcare practitioners, Biomedical Science Liaison Board, (4)	Division of Science Fair (3)			facebook page (3)
Dept of Initial Teacher Training	vocational (5).	Teaching practice at UG and PG (5)	School based experience each year (5)	U/G multi agency working unit	Lecturers own professional experience Heads come in -course development -interview practice -guest lectures (5)	Teaching Fair- Timetabled attendance at Teaching Fair for every finalist ITT student (5)	Visits to schools in level 4 UG		Close working with partners Ofsted/Stakeholders. (5)
Dept of Physical Ed. & Sport Studies	Assessed 15 credit module in Yr2 for some Embedded through the courses for others	Embedded through the 3 years e.g. assessed work based research in a sport setting Planned 2013 assessed unit year 2, students apply for a sport development role including CV's interview techniques reflection and mock interviews (5)	Work placement and dissertation preparation e.g Sport Studies encourage a 6 week placement between years 2&3, some with Club le Santa, Lanzarote, (5)	Regularly in some courses such as Community Sport Mgt and Sport Mgmt. E.g. 2012 assessed project Sport Management leading to employment for 1 student Occasionally in others (3-5)	Regularly in some e.g Community Sport mgmt and Sport Mgmt (4)	PE&Sport specific events have run in the past but student engagement was poor - have ceased.	Some (3)	Sport Studies Year 1 students set up a business, run an event and generate income Sport Management from 2013 will have an Enterprise and Entrepreneurship unit (4-5)	Twitter feed (5) International Exchange for Sport Studies Students Ohio State University

	<u>Core employability unit</u>	<u>Key features of employability provision</u>	<u>Placements Provision</u>	<u>Practice based work / projects</u>	<u>Employer Presentations / Engagement</u>	<u>Employability Events & Conferences</u>	<u>Field Visits for Students</u>	<u>Enterprise Provision</u>	<u>Other</u>
Dept of Sport and Exercise Sciences	Some courses vocationally focussed, Coaching and Personal training (5) Optional 15 Credit module in Yr2 (5)	Using Keypad to collect data. SS& Personal training Core unit at all 3 levels Register of Exercise professionals (REPS) qualification SS&Coaching- I students develop a coaching portfolio and achieve coaching qualifications through National Governing Bodies. (5)	UG Optional work placement short (4-12 weeks)more common than long. PG optional for all 3 courses, approx 75% uptake (4)	none	external speakers brought in regularly (5)	Sport and Exercise Science Employability Conference planned for March 2013		A unit in the REPs qualification on setting up own business (4) Within the level 5 curriculum but opened up to all students- Entrepreneurship workshop delivered by an entrepreneur (5)	Employability Twitter feed
Dept of Education Studies	30% of 30 Credit module in Yr2 (5)	Collaborative unit	EDC055-3 'Understanding the workplace' unit. Minimum of 10 working days placement in the summer between levels 5 and 6	Optional work based dissertation	Introduced to volunteering employers/opportunities in the curriculum and at Volunteering fair (5)	Visit the teaching fair (2)	none	none	Twitter feed
Dept of Health Care Practice	embedded as vocational - Nursing and Operating Department practice (5)	Placements. Dedicated placement team (5) Input from EA on appns and Cvs and interviews in third year (3)	throughout course (5)	Yes look at an area for practice development on placement (3)	Continuous links with employers including mentors within placement settings (5)	Nursing Fair x 1 attended by all local NHS trusts and Army etc (3)	See placements	none	Cv's now submitted for placements in third year following EA input (4) Operating Dept Practice has 100% gaining relevant employment

	<u>Core employability unit</u>	<u>Key features of employability provision</u>	<u>Placements Provision</u>	<u>Practice based work / projects</u>	<u>Employer Presentations / Engagement</u>	<u>Employability Events & Conferences</u>	<u>Field Visits for Students</u>	<u>Enterprise Provision</u>	<u>Other</u>
Dept of Community Health	embedded vocational courses Midwifery and Mental Health Nursing (5)	Placements (5) dedicated placement team. EA sessions on apps and CVs in third year for midwifery (3)	Throughout course	Yes look at an area for practice development on placement (3)	Continuous links with employers including mentors within placement settings (5)	Nursing Fair x1 run by Department with relevant NHS trust and MH provider attendance (3)	See placements	none	
Dept of Applied Social Studies	Multi Agency Working and Career Development (MAWCD)(30 Unit) level 5- compulsory unit taught across all subject specialisms (4)	Half of the MAWCD unit has a specific careers focus (4)	No	No	Within MAWCD unit Also 'UB networked' a networking group set up by Child & Adolescent Studies which has a LinkedIn Group as well (3)	Going Professional/Make A Difference Day (Careers conference)(linked to MAWCD) (3)	No	Multiple Sclerosis Charity Business Challenge (linked to MAWCD) (3)	70 level 5 students scheduled to take the Edge Employability Award (linked to MAWCD) (3) Simulated assessment centre activity(linked to MAWCD) (3) Careers team involved in curriculum review sourcing employer contribution also (3)
Dept of Psychology	No	Careers lectures integrated into appropriate UG units (3)	none	Students are employed or volunteer on departmental based research activities (3)		Seminar provision based on different areas of student employment interest (3)			Assessment Centre preparation (2) cancelled last year, academics too busy to support
Div Sports Therapy	Embedded throughout curriculum no such unit per se (see narrative) (3)	Placements, Register of Exercise Professionals (REPs) level 2 Cert, Health & Safety Executive accredited First Aid	Optional provision in yr 1, mandatory within years 2 (minimum 15 hrs in industry, 5 hrs UoB in	Keeping/ maintaining and developing portfolio of clients and assessments (4)	Employer engagement through placements delivery. academics actively sourcing			Self employment careers sessions (3)	Students encouraged to develop 'professional' attitude from day 1 including conduct,

	<u>Core employability unit</u>	<u>Key features of employability provision</u>	<u>Placements Provision</u>	<u>Practice based work / projects</u>	<u>Employer Presentations / Engagement</u>	<u>Employability Events & Conferences</u>	<u>Field Visits for Students</u>	<u>Enterprise Provision</u>	<u>Other</u>
		Cert, Sports Medicine Association (SMA) level 3 & 4 membership, in house clinic, yr 1, 2 & 3 careers sessions CVs, transferable skills, finding work, professional practice within the workplace, self employment (3)	house clinic) &yr 3 (minimum 15 hrs in industry, 5 hrs UoB in house clinic), Part time placements coordinator and part time placements administrator, Employment within div as STARS (Sports Therapy Teaching Assistants and Representatives) (10-12 places) (5)		placements (4)				attendance, language used in classes, uniform at all times, no gum, eating or drinking. Professional practice working group to develop courses and provision (4)

Appendix 2: Overview Summary - The University Careers & Employability Offer

<u>Co-curricular</u> <i>Aspects of provision which are clearly course related. Participation is voluntary and is not assessed. May be organised by the course team or the student body.</i>	<u>Extra- curricular</u> <i>Formal and informal activities, not directly related to the course, which students may choose to engage with as part of their learning and development.</i>	<u>Other</u> <i>All other aspects not categorised elsewhere. This may include services and support offered to students and graduates.</i>
	Students encouraged to utilise careers services to enhance writing skills and CV's. JB	Guest, external speakers brought in regularly to enhance students' understanding of employability, and potential opportunities. - JB
	Business Leadership Programme (50 hrs un-paid work or volunteering) LA	Tier 1 Visa Graduate Entrepreneur Programme LA
	Student Internship Scheme (75 hrs paid work experience) LA	Placement and internship opportunities outside UK LA
12 mth Sandwich Option	Edge Employability Award	Destinations Survey (DLHE) & Destinations Interactive
Employer Presentations	Edge Plus Employability Award	Pre DLHE Survey
Conferences – Subject Based	Edge Entrepreneurship Award	Prospects Planner
Work Experience Placements	B-Innovative Lecture Series	Graduate Diary
	Language Classes	Employer Contacts
Law -mooting, visits to courts and other legal institutions, student Bar society, talks from visiting speakers-judges and the like.	Recruitment Services for Employers (Graduate & Student opportunities)	SID FAQs
Lang & Communications - level 6 placements	1 to 1 Careers Guidance	Careers Updates by Email
Marketing , Tourism & Hospitality In terms of AMC at Luton-Agency placements in PR for a small number of students	Drop-in Service	Labour Market Information
Journalism & communications -bespoke activities dependant on lecturers interest and contacts e.g. visiting speakers or 'journalistic scoops'.	Flux National Competition	Hire Me Project (FSF Fund)
Applied Social Studies –'UB Networked' networking group of staff, student and employers with LinkedIn presence	Alumni Mentoring	National Careers Service
Psychology - Assessment Centre activity for level 6 students	Coaching for Grad Schemes	JobSavviGrad
	Chamber Futures - Student Membership Scheme	Assessment Centre Practice Papers
	Careers Skills Workshops	Graduate Employer Directories
	Part-time Work for Students	Careers Guides and Information

	On Campus Events / Fairs	Graduate Support Fund
	PAD support	Careers Website
	Academic Liaison Librarian support	e-Guidance Service
	IT support/devmt eg ECDL completion	Career Choices (Adult Directions)
	BUNAC and other summer opportunities	Psychometric Tests (Profiling for Success)
		Streaming Videos – Various Careers Topics
		Weekly bulletin of all local newspaper vacancies sent via email
		On Campus Recruitment
		Careers Twitter feed

Overview Summary – Beds SU

<u>Co-curricular</u> <i>Aspects of provision which are clearly course related. Participation is voluntary and is not assessed. May be organised by the course team or the student body.</i>	<u>Extra- curricular</u> <i>Formal and informal activities, not directly related to the course, which students may choose to engage with as part of their learning and development.</i>	<u>Other</u> <i>All other aspects not categorised elsewhere. This may include services and support offered to students and graduates.</i>
	Volunteering	
	Enactus – (Students in Free Enterprise SIFE)	
	Bedfordshire Entrepreneurs Student Society	
	Faculty and Course Representatives	
	Elected student Officers	
	Student Society members holding a specific post e.g. Treasurer	
	Sports teams members holding a specific post e.g. Captain	

Appendix 3: Raising Entry Standards

UNIVERSITY OF BEDFORDSHIRE

Meeting: Careers and Employability Working Group

Date of meeting: 18 December 2012

Subject: Entry Standards

Submitted by: Mark Diggle – Head of Careers & Recruitment Services

Summary

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Recommendation

The Working Group is asked to note the contents of this paper and highlight any specific points that require additional input.

The Chair should present the recommendations to VCMG for approval.

A sub group should be formed to agree appropriate policy and entry criteria.

Impact assessment

Has the need for an equality and diversity impact assessment been considered and, if required, addressed? (please tick) <i>For guidance, contact the Equality and Diversity Officer, x3075</i>	YES ✓	NO
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Background

As an Access institution we are committed to promoting the benefits of Higher Education to the wider community. However, students will only fully benefit from such opportunities if they:

1. Are committed to their subject of study.
2. Offer an acceptable standard in terms of literacy and numeracy.
3. Demonstrate a positive attitude towards teaching and learning and recognise their own responsibilities in this respect to their peers and lecturers.
4. Engage with the co-curricular and extra-curricular opportunities which the University provides.
5. Take responsibility for their personal development.

In many respects these expectations are not dissimilar to those that employers would reasonably seek in the graduates that they appoint.

Although an entry tariff may not sit comfortably with our widening participation mission; it should be noted that some employers may exclude UoB graduates with low UCAS entry points from many of the graduate entry programmes. A minimum entry tariff of 280 is not uncommon, irrespective of the class of degree attained.

Within Careers we have noted that students and graduates do not always demonstrate high standards in respect of spelling and grammar. The quality of their job applications and CVs suffer accordingly.

Proposal

If we are to meet our employability objectives and increase the proportion of graduates attaining graduate level employment, we must acknowledge that an appropriate entry standard is essential for all subject areas.

Setting a low tariff entry can be counter-productive. A low tariff may lower the barrier to entry and may help meet recruitment targets. However we may then experience the associated risk of drop-out, disengagement, lower academic performance and an adverse impact on the student experience. All of which may impact our graduate employment outcomes and our league table ranking.

Key is the students' attitude to study and their ability to study and benefit from higher education.

It is therefore recommended that without exception, applications for all subjects are required to:

1. State their previous academic achievements. (We may choose not to publicise a minimum tariff, but may use this as a filter dependant on the number of applications received).
2. Provide a single page personal statement in support of their application.
3. Be interviewed by an admissions tutor.

In addition we should consider:

1. The offer of Careers Guidance to all applicants prior to the submission of their application. However please note that this would be impartial careers advice and would not directly seek to market the University or any particular course of study.
2. The offer of this service within the clearing cycle for those applicants who may benefit from such an intervention.

NB Should demands for such a service exceed capacity we have the option to fall back on National Careers Service who offer a free telephone advice service. Although the standard may not be comparable to that available in-house it does serve as a viable second option.

Benefits

This approach would:

1. Establish a consistent approach across the institution.
2. Would not conflict with our widening participation agenda.
3. Would lessen the perception of the institution as a low entry tariff choice and therefore low quality education.
4. Help ensure that students felt that they had “won” or “earned” a place at Bedfordshire.
5. May reduce the incidence of drop-out within the first term.
6. Ensure that academics took a shared responsibility for the choice of students admitted to their course.
7. Enhance the student experience within teaching and learning by improving the peer learning experience.

Appendix 4: Practitioner/Practical Career Management Skills

Background

Graduate employability transferable skills or Career Management Skills are an essential component of graduates' competitiveness in pursuing their chosen career enabling them to:

- make well informed career decisions which are aspirational and attainable
- present themselves to potential employers as attractive and relevant
- maximise their chances of graduate level employment

Principles

1. It is essential that the University has a framework of Career Management Skills which are a clearly articulated part of accredited module(s) and/or as a core/mandatory component of every degree programme.
2. Career Management Skills are a key component of the delivery of the University's Employability Strategy and underpin the achievement of the corporate key performance indicators with regard to graduate employment.
3. Career Management Skills are an entitlement which every student will have the opportunity to experience and benefit from. A statement of Career Management Skills will provide guidance to all course teams on the minimum University expectations of undergraduate and taught postgraduate curriculum.
4. Career Management Skills are most effectively delivered in an integrated way and made relevant at departmental or course level.
5. Integrated and relevant Career Management Skills maximises student engagement.
6. A Career Management Skills statement will establish a set of outcomes but will not set out a prescribed curriculum or a method by which it will be delivered.

Course Design and Approval

It is essential that the design of Career Management Skills is part of the course specification. There should be articulation of how employability is supported and specifically how career management skills are embedded into the curriculum. Learning outcomes associated with Career Management Skills Learning will be clearly articulated as part of the programme learning outcomes in the Programme Specification, and in any relevant module learning outcomes.

Career Management Skills - Core Learning Outcomes

- **Self-awareness:**

The ability to identify and articulate motivations, skills, and personality factors as they affect career plans. Identify their own personal strengths abilities, skills, values interests and needs through reflection on their life and career to date.

- **Opportunity Awareness:**

Knowledge of the range of post-graduation opportunities, including self employment and freelancing, and the ability to research them. Understand the range of potential options after their course; critically analyse, interpret, evaluate and utilise a range of career information

- **Action Planning:**

Deciding on and setting career/life goals within appropriate timescales. Take decisions and plan actions to meet career goals taking into account resources, constraints and personal preferences.

- **Job Seeking:**

Understand how to seek and secure opportunities. Find and evaluate sources of job opportunities; complete application forms; compile a relevant and appropriate CV; develop effectiveness relevant to performance at interviews and selection centres.

Indicative Career Management Skills Content

LEVEL FOUR

- Introduction to career planning
- Developing your CV
- Options after your course
- Work whilst you study

LEVEL FIVE

- The graduate employment market and what are employers looking for (with an emphasis on discipline specific employers)
- Commercial awareness for jobseekers
- Updating your CV
- How to make quality job applications
- Interview techniques
- How to cope with assessment centres
- Job hunting and networking skills

LEVEL SIX

- Updating your CV

- Top tips for finalists
- The graduate employment market and what are employers looking for (with an emphasis on discipline specific employers)
- How to make quality job applications
- Interview techniques
- Assessment centres
- Job hunting and networking skills

POSTGRADUATE TAUGHT MASTERS STUDENTS [plus separate programme for international students]

- Updating your CV
- Top tips for finalists
- The graduate employment market and what are employers looking for from postgraduates (with an emphasis on discipline specific employers)

Appendix 5: Personal and Professional Development Planning and Support

Background

An important element of the University's strategy, and a key student entitlement, is the inclusion within the curriculum of Personal and Professional Development Planning.

Definition of PPDP

Personal and Professional Development Planning is a **structured and supported** process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.

Key Principles

A variety of strategies exist to encourage students to reflect upon and evaluate their own learning experiences and plan for their own development. These include personal profiling, personal and academic records, development plans, progress files, learning portfolios, e-portfolios, learning logs, and diaries. Many of these terms emphasise that formal and informal records can help structure and support the process of learning, and are a means of evidencing attainment. The key principles of the scheme are:

1. PPDP is a student focussed activity, supported by staff.
2. The PPDP process is most effective if it is integrated into mainstream academic activity, and carried out frequently
3. Mechanisms for implementation and support of PPDP are agreed within departments or course teams, as appropriate, to ensure fitness of purpose.
4. Students should reflect on their own learning both within and outside the curriculum, plan for their personal, educational and career development, and take action to develop further.
5. The relationship of PPDP processes to curriculum design and assessment practices and requirements are shared with students.
6. PPDP is integrated into the opportunities that are provided for professional and careers advice and planning.
7. The primary responsibility for developing, updating and maintaining their personal learning record rests with the individual student, with staff support and guidance.
8. Guidance and development opportunities are provided for all staff involved in supporting PPDP, including personal/professional/academic tutors, careers/employment advisors and/or workplace mentors, so that the support they provide is informed and effective.
9. While all relevant staff may be involved, it is likely that academic/personal advisors will focus on a student's personal and academic development and careers/employment advisors will focus primarily on career development. (The term 'Professional development' is taken to include both academic and career development.)

Appendix 6: Personalised Professional Support

Students will have access to a range of advice, guidance and support services to individualise their curriculum experience in respect of developing their employability and progressing to their future career. This should comprise of:

1. Access to personal advice, guidance and information to enable development and support towards realisation of future career aspirations.
2. A discrete, integrated and coherent career development 'thread' within Personal and Professional Development processes to support and encourage 'career conversations' and related learning across the student journey.
3. In depth impartial and professional career guidance for the vocationally unsure, those requiring a more detailed exploration of their personal post graduation options or those likely to experience specific difficulties entering the labour market.
4. A range of opportunities for students and graduates to engage with employers and graduate recruiters e.g. Recruitment fairs and employer presentations/brokering.
5. Job seeking support: job application, CV and job search support.
6. Advice and support for students considering self employment, freelancing, or setting up a business as a career option.
7. A corporate employment vacancy and job seeking service for part-time, on-campus, vacation, internships and full time graduate jobs.
8. Opportunity to acquire a career mentor as either part of the centralised Careers and Employment Service scheme or a Faculty based equivalent.

Appendix 7: Placement and Sandwich year support



RECRUITMENT REQUEST FORM (FOR VCMG COMMITTEE APPROVAL)

Faculty/Department:	Careers Service		
Contact Name and Number:	Maria Meehan – Head of Careers		
Proposed Job Title:	Work Placement Co-ordinator x 3		
Proposed Grade:	5	Cost Code:	60500
Proposed Working Hours (full-time/part-time):	FT – 37 hrs per week		
Proposed Period of Contract (permanent/fixed term):	From: 1 March 2013	To:	
	Permanent		
Proposed Line Manager:	These posts would be part of the Careers Service reporting to the Head of Dept. However the roles would be seconded to the relevant Faculty.		
Name of Person Leaving (if any): Date of leaving (if applicable):	N/A		
Budget status (√ plus comment, and initials of Management Accountant)	In-budget	(v)	
	In-budget subject to replacement status		
	Not in budget	X	New posts identified as part of the Careers and Employability Review Working Group chaired by the Dean of the Business School.
	Management Accountant signature		
Dean/HoD to be provided with the following information prior to sign-off: <ul style="list-style-type: none"> • Current staffing (total FTE and list of individuals) • Budget information to-date (most recent set of management accounts) • (for academic posts) SSR of subject area and other Faculty subject areas • Appropriate/relevant HESA information has been provided by the Dean 			
AUTHORISATION (including confirmation that the above information is attached)			

Dean/Senior Manager:		
Updated job description in HERA format (including Person Specification) attached <i>(please tick to indicate it is attached/emailed)</i> <input type="checkbox"/>	Advertisement <i>(please tick to indicate it is attached)</i> <input type="checkbox"/>	
<i>please email copies of the Job Description and advert only to Sylvia Butcher and the relevant HR Advisor</i>		
Please indicate where you would like this post advertised:-		
Received in HR, and role grade confirmed	Date	Dir HR

Passed to: Note: academic posts to be passed to DVC(A)/PVC(R&E); other posts to be reviewed by DVC(R) or Registrar Posts may not be reviewed by the VCMG member responsible for the area of appointment)	DVC (R)	(v)	Date passed on by HR	Date received
	DVC(A)			
	PVC(R&E)			
	Registrar			
Reviewer comment				
Returned to HR	Date returned to HR	Date received by HR		

Further detail on proposed recruitment (To be supplied by Dean/Senior Manager)

1. How do the proposed duties of the post contribute to achievement of the Department's obligations to students, improvement of the student experience or other objectives?

One of the key recommendations within the Wilson Review (Feb 2012) related to the provision of high quality work experience opportunities

In order to enhance graduate skills levels and ensure a smooth and effective transition between university and business environments, there is a need to increase opportunities for students to acquire relevant work experience during their studies. Sandwich degree programmes, internships and work-based programmes all have roles to play in achieving this. [Wilson P8.]

It is broadly acknowledged that quality work experience opportunities together with academic performance and high level communications skills are key factors which will make a positive impact of graduate employment outcomes.

In addition to supporting the transition from education to work, such opportunities help the student to contextualise their subject and to develop their communication skills and emotional maturity, a key requirement for many employers.

2. How was the work done in the past? If the work was not done previously, explain why the need has arisen.

Placement support has in the past focused on the traditional sandwich year offer. Within the business school a student on a 12 month placement provided the required resource. This however was not wholly effective; the short term nature of the placement did not fully allow the development of relationships with placement providers and the growth and servicing of such opportunities.

Academic staff have a role to play in supporting students on placement, but the current approach places a high burden on academic staff time. This post will take much of the administrative load off academic staff, allowing them to focus on learning outcomes and the conclusion of a successful placement for the student.

There is also a need to look beyond the 12 month placement and develop more short term placement opportunities which students may undertake concurrently with their studies.

3. Has there been a significant change in the volume of activity handled by the Department (e.g. increases in student numbers)?

The Careers and Employability Working Group has identified the need to adequately resource this area of work in order that the aims of the Wilson Report can be fulfilled and to enhance the University's employment outcomes.

The initial appointment of three posts within UBBS, CATS and the SU will establish the core team. The role within the SU we would see supporting HSS(Note this needs further discussion). At Bedford teaching placements are currently fully supported. The existing Sports Officer would take responsibility for placement support in that area.

Additional resources would be considered in the light of the success of these posts in meeting our objectives.

4. What other means of achieving the required outcomes have been considered?

The use of students on placement has been tried in the past but short tenure of these posts is a problem when considering the long term development of placement providers.

Student economy roles attract similar concerns.

Existing staff with the International Office we would envisage taking a lead role in the development of work experience opportunities overseas.

Continuing to use academic staff in this capacity is not sustainable given the administrative burden that can accompany an effective placement.

5. Given required budget efficiencies, show how you plan to achieve your budget for the year if permission to recruit to this post is granted.

To date the Careers Service has demonstrated effective budget control of staff costs, returning a favourable variance of £13.4k to end Oct 2012.

For the financial year 2011/12 the department returned a favourable variance of £25.5k

These posts however we would see as key within our Access Agreement and the commitment made by the University in respect of enhanced employability for our students.

6. Is this an investment post – will additional income be generated by making this appointment, in this and/or future years? If so explain how, and how much.

Evidencing positive employment outcomes may well become an increasingly important factor when recruiting students. Also the provision of a well resourced placement support function working closely with academic staff would be seen as indicative to the commitment of the University to providing students with a practice based approach to developing their future employability.

7. What would be the consequences of not making this appointment?

We would fail to deliver the quality of placement experience that our students seek, including the pastoral care and associated H&S requirements.

8. Additional comment on attached finance/staffing/student information

Outline structure attached to reflect the proposed organisation.

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NOTES:

1. A VACANCY WILL NOT BE PROCESSED IF ALL THE ESSENTIAL DOCUMENTATION IS NOT ATTACHED AND THE INFORMATION ABOVE IS NOT COMPLETED.
2. NOT TO BE USED FOR POSTS THAT IS FULLY EXTERNALLY FUNDED THROUGHOUT THE DURATION OF THE CONTRACT.
3. RECRUITMENT REQUEST FORMS THAT ARE NOT ACCOMPANIED BY THE APPROPRIATE RECRUITMENT PAPERWORK AND FINANCIAL/STAFFING INFORMATION WILL BE REFERRED BACK TO THE RELEVANT DEAN / SENIOR MANAGER.

JOB DESCRIPTION OF WORK PLACEMENT COORDINATOR

Details					
Job Title:	Work Placement Coordinator				
Department:	Registry				
Job Reports To:					
Location:	Luton				
Post Number:					
Pay Point:	TBA		to		
Context					
Working in collaboration with internal and external stakeholders, to administer and co-ordinate the provision of student work placements and sandwich years within the UK and overseas.					
Key Elements (please tick as appropriate)					
1	This post has MANAGEMENT RESPONSIBILITY	YES		NO	x
2	This job requires SAFEGUARDING	YES		NO	x
3	This is a KEY POST (i.e. must have nominated deputy)	YES		NO	x

Principal Accountabilities

- Provide administrative support for short co-curricular placements and students undertaking a placement as part of sandwich course.
- Promote placement opportunities and their value to internal and external stakeholders.
- Work with other departments within the University (and Beds SU) to develop placements provision.
- Work with other departments within the University (and Beds SU) to identify and secure new work placement opportunities for students.
- Liaise with employers offering placements to ensure that a high standard of customer service is maintained throughout the employer's interaction with the University.
- Liaise with other relevant departments, faculty admin staff and professional bodies to ensure effective cross-functional working and to share information and good practice.
- Ensure that all elements of an effective student work placement are identified, addressed and monitored throughout the placement. This may include: initial approval, health and safety, insurance cover, clarification of learning outcomes, employer visits, monitoring, collating assignments etc.
- Organise and market company placement on-campus presentations.
- Manage a database of employers, coordinate employer mailing and placements literature.
- Administer placements through the Virtual Learning Environment (VLE) or website as appropriate.
- Operate with the highest integrity and to observe current legislation including the Health and Safety Act, and Data Protection Act, especially with respect to the confidentiality of data being processed for work placements
- Liaise with any external funding bodies which may be associated with providing financial support to students undertaking a work placement.
- Monitor and administer placements budget keeping manager abreast of any changes or discrepancies.
- Provide a first point of contact for student enquiries and registrations.
- Prepare and guide students with regards to placements applications and work place practices.
- Provide pastoral support to students on placement and escalate cases to line manager as appropriate.
- Assist with the coordination of communication between the students, work placement employers, course administration team, student finance office and others as required.
- Produce the necessary paperwork, visit reports, maintaining record systems, ensuring that follow-up actions are completed on-time etc. for the student and placement provider.
- Assist with managing placement visits by academic staff; scheduling visits, booking travel arrangements etc.
- Manage data entry relating to placements within the student record system (SITS) and placements database.
- Occasional working out of office hours including attending Open Days at weekends when required
- Undertake such other duties as may be reasonably expected by the Line Manager

HERA Competencies:

COMMUNICATION

The Role Holder communicates with staff and the public about basic subjects that require little further explanation. In addition, the Role Holder may also be required to receive, understand and convey information that needs more careful explanation or interpretation for others.

TEAM WORK AND MOTIVATION

The Role Holder is part of a team and is expected to contribute to the teams overall effort.

For example, a team member that takes instructions only. The Role Holder may have no role in either guiding others or providing more detailed instruction and no role in officially motivating or creating a team spirit.

LIAISON AND NETWORKING

The Role Holder is required to liaise with people using existing procedures. They are also required to pass on information to others, as requested. The role holder may also be required to participate in networks within the institution or externally in order to pass on information promptly; keep people informed to ensure co-ordination of effort and that work is done effectively.

For example, a Role Holder who speaks with people from the wider University/people external to the University about basic subjects or to pass on information to other parties/staff. In addition, taking part in ongoing networks as a member rather than being either an integral player or the chairman/secretary.

SERVICE DELIVERY

The role holder is required to deal with internal or external contacts who ask for service or require information; create a positive image of the institution by being responsive and prompt in responding to requests and referring the user to the right person if necessary. Contact is usually initiated by the customer and typically involves routine tasks with set standards or procedures.

The Role Holder normally only responds to requests and would occasionally investigate user requirements. The Role Holder may have no specific time constraints placed upon them to respond to requests, which are likely to be basic in their nature. The Role Holder would be ensuring that the University is held in a positive light by those to which the Role Holder is providing a service.

DECISION MAKING PROCESSES

The Role Holders own decisions have a minor impact on the University.

For example, standard day to day decisions, how best to undertake basic task without referral to a line manager etc.

PLANNING AND ORGANISING RESOURCES

The Role Holder is required to organise and prioritise their tasks to a given work plan within allocated resources.

For example, all work is handed do to the Role Holder by the manager and the Role Holder is then required to manage their own schedule.

INITIATIVE AND PROBLEM SOLVING

The role holder is required to solve standard day to day problems as they arise; choose between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before; recognise when a problem should be referred to others.

For example, how best to resolve the most basic of problems, anything more, being passed to the line manager.

ANALYSIS AND RESEARCH

The Role Holder is required to establish the basic facts in situations which require further investigation and inform others if necessary.

For example, logging of IT or Health and Safety problems with the help desk.

SENSORY AND PHYSICAL DEMANDS

The Role Holder is required to complete basic tasks which either would require either a minimum of instruction or light, if any, physical effort

For example, working at a standard computer which would include lifting and carrying items such as folders etc on a regular basis.

WORK ENVIRONMENT

The Role Holder is required to work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed.

For example, a stable office environment.

PASTORAL CARE AND WELFARE

The Role Holder is required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiate appropriate action by involving relevant people.

For example, basic low level understanding of staff who are disgruntled. The Role Holder will be aware of when situations are more serious and will then involve appropriately skilled people.

TEAM DEVELOPMENT

The role holder is required to advise or guide staff working in the same role or unit on standard information or procedures.

TEACHING AND LEARNING SUPPORT

The role holder is required to provide standard information or deliver teaching or training to introduce students or others who are new to the area to standard information or procedures.

For example, local, informal induction.

KNOWLEDGE AND EXPERIENCE

The role holder is required to apply working knowledge of theory and practice, sharing this knowledge with others as appropriate; demonstrate continuous specialist development by acquiring relevant skills and competencies.

Person Specification

	Essential Criteria	Desirable Criteria	Evidence (Indicate where evidence will be assessed from)
Qualifications	<ul style="list-style-type: none"> • Education to First Degree or equivalent 	<ul style="list-style-type: none"> • Postgraduate qualification 	<ul style="list-style-type: none"> • <i>Application Form</i> • <i>Presentation</i> • <i>Interview</i>
Knowledge	<ul style="list-style-type: none"> • Understanding of student work placements and industry engagement (in relation to insurance, finance, risk assessments, and appropriate checks) 	<ul style="list-style-type: none"> • Knowledge of Health and Safety legislation • How to undertake and complete risk assessments 	<ul style="list-style-type: none"> • <i>Application Form</i> • <i>Presentation</i> • <i>Interview</i>
Experience	<ul style="list-style-type: none"> • Working with a range of employers to develop and build effective working relationships. • Administrative support of projects and initiatives • Working collaboratively with industry and students • Working to defined processes and procedures 	<ul style="list-style-type: none"> • Experience of working in a Higher Education Establishment • Evidence of secondary research 	<ul style="list-style-type: none"> • <i>Application Form</i> • <i>Presentation</i> • <i>Interview</i>
	<ul style="list-style-type: none"> • Ability to work effectively in a cross functional capacity with students and staff within an academic working environment. 	<ul style="list-style-type: none"> • Coordinating communication between large groups of people and different teams 	<ul style="list-style-type: none"> • <i>Application Form</i> • <i>Presentation</i> • <i>Interview</i>

Skills/abilities/competencies	<ul style="list-style-type: none"> • High level verbal and written communication skills • Proficient numeracy • IT skills including word processing, excel spreadsheets, managing databases and internet research • Ability to work to strict deadlines and to use initiative • Capacity to work to deadlines often with competing priorities • Ability to work in a team, working with a range of people at different levels within the organisation. 	<ul style="list-style-type: none"> • Coordinating communication between large groups of people and different teams 	
Personal Attributes	<ul style="list-style-type: none"> • Innovative problem-solving skills. • Excellent time management and task prioritisation. • Ability to work under pressure at key times of the year. • High level of attention to detail and accuracy in their work. • Well organised and systematic approach to their work. • Will take pride in and accept responsibility for their work. • Diplomacy and ability to maintain confidentiality. • Flexible and willing to work outside normal hours if required. 		<ul style="list-style-type: none"> • <i>Application Form</i> • <i>Presentation</i> • <i>Interview</i>

Equality Statement

The University of Bedfordshire is fully committed to the principles of equality in all its actions. Members of the University's community are expected to respect and value individuality, differences and diversity; and work with others in an inclusive and consultative manner. A commitment to equality of opportunity for all individuals irrespective of their age, belief, disability, gender, race, religion or sexual orientation is at the core of what we do and members of the community must actively promote a positive non-discriminatory work and learning environment for fellow staff and students. Employees should demonstrate an understanding of the University's commitments to equality and diversity as an integral part of the university's core values and be able to identify and challenge discrimination, harassment, prejudice and inappropriate behaviour.

Health & Safety Statement

All employees are required to ensure that all duties and responsibilities are discharged in accordance with the University's Health and Safety (H & S) at Work Policy. They should take reasonable care for their own H & S and that of others who may be affected by what they do or do not do. Staff should correctly use work items provided by the University, including personal protective equipment in accordance with training or instructions.

Environmental Statement

Employees must make proper use of any equipment and systems of work provided and take all reasonable steps to ensure that control measures are properly used. Employees must work with their Line Managers to ensure that an inventory is retained of all hazardous substances in the office that could be released into the environment. Employees are expected to identify operations that use significant amounts of energy, with a view to reducing consumption. This includes identifying operations that use resources, such as paper, and review the need for the current level of consumption, identifying savings where possible. Employees are expected to identify waste streams with a view to recycling and reuse, minimising office energy use in heating and lighting.

Briefing

Note: the content of this Job Description does not preclude other work required by the faculty department. Details of accountabilities will be discussed at annual reviews.

Date Job Description issued to, discussed with and understood by Post Holder -----

Name of Post Holder: ----- Signature: -----

(I confirm I have been briefed on the requirements of this Job Description and other related documents)

Name of immediate Line manager: ----- Signature: -----

(I confirm I have briefed the Post Holder on the requirements of this Job Description and other related documents)

Nominated Deputies (if applicable)

As a KEY POST at least one nominated deputy must be identified. The Job Holder must confirm that the Nominated Deputy(ies) receives a copy of, and is briefed on this Job Description.

Name of Nominated Deputy: ----- Signature: -----

Date: -----

(As the Nominated Deputy for this post, I confirm I have been briefed on the requirements of this Job)

If there are more nominated deputies, they should sign further copies of this Job Description.

Amended by:

Dated

Version:

:

APPENDIX 8: Policy for On Campus recruitment of students

UNIVERSITY OF BEDFORDSHIRE

Subject: On Campus Agreement for the Recruitment of Students

Responsible officer: Mark Diggle (Head of Careers & Employment Services);
Heeren Parbhoo (Corporate HR Resourcing & Planning Manager)

Summary

The purpose of this paper is to establish an On Campus agreement for the recruitment of University of Bedfordshire students into appropriate temporary (e.g. Visiting Other) or fixed term contract and part-time paid roles within the University.

This will contribute to improving employability skills, the student experience and to improving national survey outcomes such as NSS.

A central service will ensure fair access and promote to all users the support available to them as students and after graduation.

Other tangible benefits, subject to implementation, are also expected in terms of student retention and DLHE results.

Recommendation

The VC is asked to consider and approve the recommendations as indicated below.

Impact assessment

Has the need for an equality and diversity impact assessment been considered and, if required, addressed? (please tick)	YES	NO
<i>For guidance, contact the Equality and Diversity Officer, x3075</i>	Y	<input type="checkbox"/>

Recommendations

1. To implement a process overseen by HR and Recruitment Services whereby all appropriate, part-time, temporary or Fixed Term Contract employment opportunities on University campus, suitable for current students, are advertised through this central service.

2. Certain roles may be excluded, as advised by HR and Senior Management, where confidentiality or data security (etc) concerns could apply. In such cases HR would handle recruitment according to the current University staff recruitment policy.

Background

3. In 2003 the Careers Service created the Job Shop to assist current students looking for local part-time (term-time) and full-time (vacation) employment. A mix of opportunities provided low skilled roles together with those which offered valuable work experience.
4. In 2010 Careers Service secured funding from HEFCE relating to provision of graduate internships. We exceeded the HEFCE target of 150, placing 167 graduates into employment. Based on this success and sensitive to the increasingly difficult labour market conditions facing graduates we rebranded the Job Shop as Recruitment Services and shifted much of our focus towards securing vacancies for our graduates. In 2011/12 we placed 49 graduates into employment and 860 students into part-time roles or placements.
5. Funding from the DWP has allowed our graduate employment service to be rolled out across Herts and Beds under our Hire Me Project.
6. Operating as part of the Careers Service students and graduates have access to qualified Careers Advisers under our National Careers Service contract and to the University's Employability Advisers to help with CVs, application forms and Interview preparation. Students can also benefit from advice on the career planning process. The service works closely with SU who manage our volunteering provision.
7. Recruitment Services is currently staffed by the Recruitment Services Manager and two full time Recruitment Advisers. Careers Service also have the support of two students who are on 12 month placements within the department.
8. Careers Service uses a system called HireDesk to manage Candidates, Hiring Managers, Vacancies and Applications. In addition we use JobSavviGrad as our online job board and communications tool for all students and graduates.
9. Students and graduates are also able to access a comprehensive range of careers resources through our web site.

10. Recruitment Services is a member of NASES (the National Association of Student Employment Services). One of our student employees within Careers won the Student Employees of the Year award for the London and SE Region.

Good Practice - Other HEIs & Employer Feedback

11. There are over 120 student employment services operating in Further and Higher education institutes throughout the UK. These are all governed by NASES (The National Association of Student Employment Services) to ensure best practice and continuing development of the sector. Several institutions such as, the University of Derby, Westminster and Brunel University have set up an agreement to ensure all part-time, temporary or casual employment opportunities are advertised through a central service.
12. Research carried out by Philip Sullivan, an academic from De Montfort University, about on-campus employment and the model used at Northwest Missouri State University, USA, suggested that it increased retention, reduced recruitment costs and helped to improve student satisfaction. There were also strong correlations between students employed on campus & alumni donations. For more information on the success of the American model, [click here](#).
13. The University Recruitment Service has received positive feedback from both internal and external users feedback of which has included:

"I didn't know what to expect from the service but it's been fantastic! I haven't had to do any chasing - the whole process went really smoothly from the initial meeting with the University's Recruitment Services team to interviewing the chosen candidates. We were very impressed with the calibre of candidates that we saw."

Ref: Pictons Solicitors

"The process of using Recruitment Services had been really helpful in finding someone to employ at Oxford House. The two teams working together produced a really good result. Really good, Worked well, took the pressure of, helped organised everything. All three candidates were good and would use it again. No improvements required."

Ref: Moira Hampson – HSS Faculty Mgr.

"The service was supportive, intuitive, very easy to use. Zane has been beyond fabulous. Its normally a pain to recruit, but this was good. Candidates were exceptionally good. Zane knew exactly what we required. The candidate selected was a really good ambassador for

the University. She came from a poor schooling background and has now graduated in Law.”

Ref: James Armit – Director of the Student Experience

Benefits

14. The benefits of implementing the On-Campus agreement will include the following:

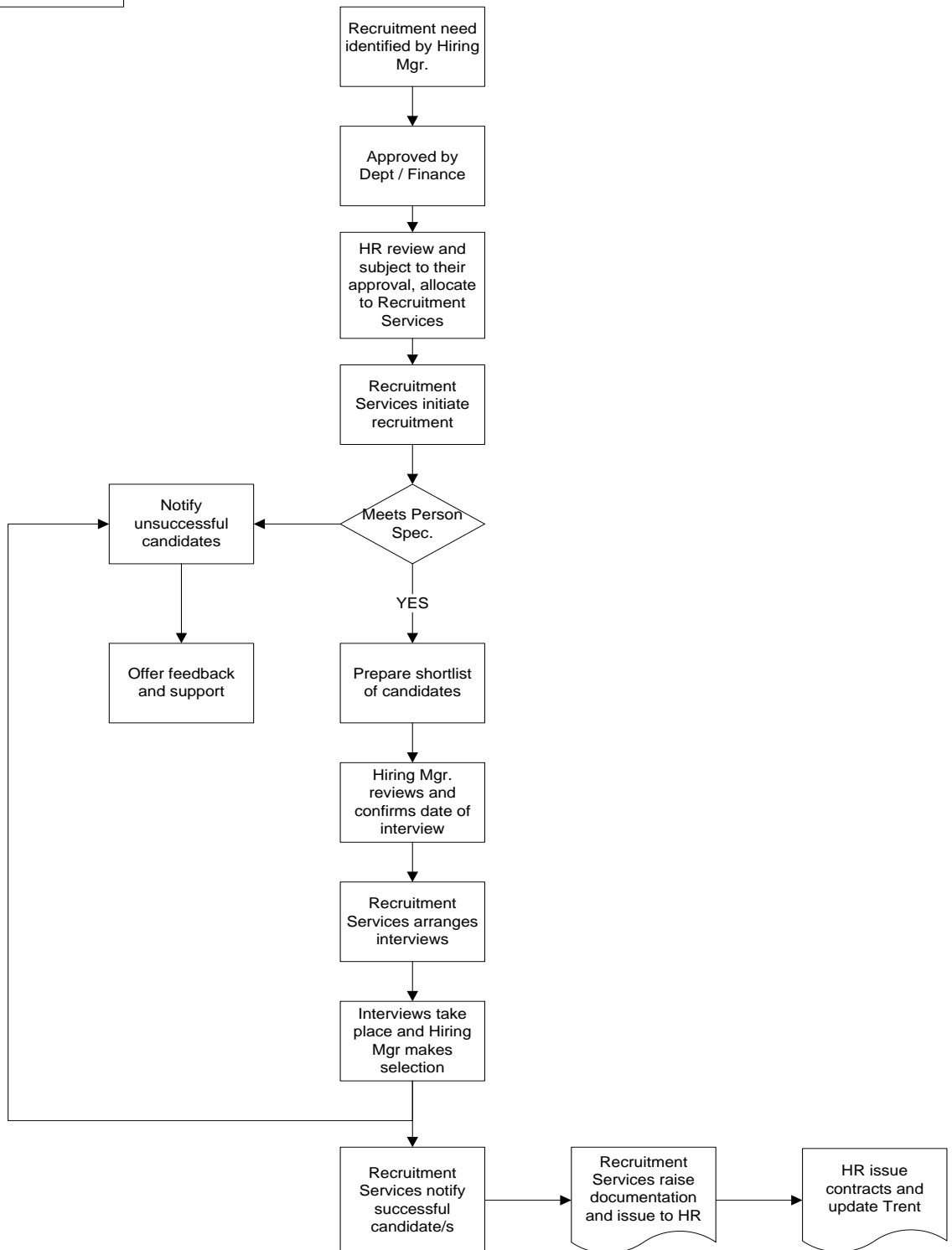
- Enhanced employability - on campus work provides the student with training and development opportunities through which they can enhance their employability.
- Simulation – application process can simulate those that apply in the external labour market. This will help students better understand what will be expected of them by employers on graduation.
- Encouraging improvement - students accessing opportunities through this central service are able to gain feedback on applications made. They are able to access advice on how to improve future applications.
- Raising awareness - student use of a centralised service ensures that they understand the range of Careers support services which are available to them, both as students and graduates.
- Improved DLHE results - the skills developed and training received will help students to become more employable upon graduation.
- Raising the University profile - through our reciprocal support agreement with AGCAS we are able to showcase to other institutions the quality of our student support services and the benefits that this University can offer.
- Supporting the study / work balance - in handling all on campus recruitment activities we are able to monitor the University policy relating to the number of hours worked; thus limiting the adverse impact that excessive part time hours may have on academic performance.
- Impact on retention - this approach may also improve student retention by assisting students to combine work and study, providing opportunities to ‘earn while you learn’.

- Student recruitment – There is potential to have a positive impact on student recruitment since students are attracted to institutions that address all their needs, not just academic.
- Cost savings - there are considerable savings to be made if instead of employing part-time agency staff, the use of student employees is utilised.

Outline Process Flow

15. An overview of how the On Campus Agreement will work is indicated below. The process commences once relevant approval has been obtained either through the Visiting Staff Request process (for Visiting Staff), or, the University Recruitment & Guidelines (for Fixed Term Contract staff).

**On Campus Agreement
Student Recruitment
Sept 2012**



Note: (i) The type of contract / paperwork issued at the end of the process will be dependent on the type of employment offered (i.e. either Visiting Contract or Fixed Term Contract).

APPENDIX 9: Unpaid work and Volunteering

Purpose

- To define University of Bedfordshire and Beds SU joint policy regarding volunteering and unpaid work opportunities.
- To ensure students and graduates are offered every opportunity whilst ensuring quality and safety of opportunities.

Definitions

- **JOB:** the principal activity in your life that you do to earn money.
- **WORK EXPERIENCE:** any form of work undertaken before starting your career.
- **PLACEMENT:**
 - **Short Placement:** work carried out which is structured and assessed as part of a course of study. May be paid or unpaid.
 - **Sandwich Placement:** work carried out which is structured and University approved. May be paid or unpaid.
- **GRADUATE INTERNSHIP:** work carried out for an organisation which has direct relevance to a potential future career choice. The nature of an internship should facilitate the development of higher level skills, and be structured and University approved. May be paid or unpaid.
- **VOLUNTEERING:** an unpaid activity performed by a student giving their time freely, to help a not for profit organisation - i.e. a charity, voluntary or community organisation, associated fund raising body or a statutory body - (including Beds SU and the University).
- **WORK AND THE CURRICULUM:** see appendix 1.

Scope

All volunteering and unpaid work opportunities that the University and/or Beds SU are requested to promote / administer are either internal or external opportunities.

In summary these opportunities may be categorised as occurring in organisations as follows:

- A. Voluntary and Community organisations – where the primary focus is not for profit related (as defined above)
- B. The University of Bedfordshire/ Beds SU
- C. Commercial Organisations – where the primary focus is business / profit related

Policy

General Principles

- All placement provision, which is offered as part of a course of study must be structured, have clear learning objectives and be approved by the University.
- Students should not work or volunteer in excess of 20 hours per week during term time. Our aim is to avoid any adverse effect on academic study.
- For voluntary opportunities, organisations should offer to pay travel expenses. Our aim is to try and ensure that the volunteer is not out of pocket.
- Opportunities should not be solely commission based. Our aim is to avoid potential exploitation.
- Should not involve door-to-door work. Our aim is to protect the student.
- Should not be live-in posts in domestic settings. Our aim is to protect the student.

A – Voluntary and Community Organisations

1. Volunteering opportunities should only be supported if they meet the requirements of the UoB/ Beds SU Volunteering Agreement.
2. Key requirements in this respect include, but are not limited to:
 - Adequate provision in respect of Health & Safety
 - Appropriate insurances in place relating to volunteers
 - Provision of a named mentor / supervisor for the volunteer
 - Provision of out of pocket expenses

B - University of Bedfordshire/ Beds SU

1. Work and/or volunteering should not exceed 20 hours per week
2. Students working within the University/ Beds SU should be treated as an employee and paid accordingly.

3. Where the University/ Beds SU provides volunteering opportunities, the following criteria should be met:
 - There are no contractual obligations in respect of voluntary opportunities and student participation is based on their good-will
 - Have a clearly defined learning outcome
 - For a regular volunteering opportunity rather than a one off a role description should be provided for clarity of expectation
 - Students are provided with a full induction, including health and safety.
 - Students provided with a mentor/ supervisor
 - University / Beds SU should offer to pay travel expenses. Our aim is to try and ensure that the volunteer is not out of pocket.
4. Ad-hoc voluntary opportunities may be offered to students. Examples include Careers Ambassadors, assisting with events, attending focus groups etc.
5. The University and Beds SU will work together to capture the volunteering hours undertaken by students for UoB / Beds SU activities.

C - Commercial Organisations

1. Any job must be paid and must comply with all relevant statutory provisions relating to employment.
2. Placements that are an integral part of an assessed course of study may be paid or unpaid. Where the placement does not exceed 12 months, the employer is not obliged to pay the student.
3. Unpaid work experience and placements for students which are not an integral part of an assessed course of study must be offered on a voluntary basis and thus meet the key requirements listed above relating to voluntary opportunities. These should be high quality, structured and University/ Beds SU approved. Students and organisations attention would be drawn to the advice and guidance provided by such organisations as BIS relating to unpaid work experience. (See appendix 2)
4. The University / Beds SU may notify students and graduates about unpaid work experience, but would highlight the advice and guidance provided by such organisations as BIS relating to unpaid work experience and internships. (See appendix 2)

Employer Contribution

Where an employer offers a voluntary opportunity which is outside of the Voluntary Sector (as defined above), we would expect the employer to offer the University/ Beds SU some form of benefit in kind, as well as the benefits listed above for the student.

Examples may include:

- 1) On-campus presentations to students
- 2) Contributing to curriculum reviews / panels
- 3) Mentoring students

Appendix 9a: Key Definitions - The relationship between work and the curriculum

1. When considering the relationship between work and the curriculum, the University recognises that there are a number of different categories which work-based or placement learning can be allied to dependent on where the learning takes place, how the learning outcomes are devised and whether credit is attached.
2. These categories consist of:

	Definition	Amplification	Location	Definition of outcomes	Credit
Work as a study-mode: where the work context provides the basis for academic outcomes					
Work-based study	A mode of study (cf part-time) where students use their employment to define and demonstrate academic outcomes across a programme of study.	Students are working in subject-related employment at a level where the context is commensurate with the level of study and significant learning outcomes are assessable through activities aligned with work-related tasks.	Work	Negotiated	Yes
Work-integrated learning: Educational activities that integrate theoretical learning and its application and result in the award of academic credit.					
Work-related learning	Educational activities that integrate work practices.	Typical workplace activities are integrated into activities in the University (lectures, seminars, laboratories, etc.) through PBL, case studies etc. and support	University	University	Yes

		assessment.			
Work-based learning	Structured learning that takes place in the workplace or a practice setting and is integral to an HE programme.	A structured academic programme with designated outcomes, controlled by the University, and delivered or facilitated in the workplace or in a practice setting by academic staff, staff of the employer, or both.	Work	University or negotiated	Yes
Placement learning	Organised course-relevant and pre-defined work experience that is a scheduled part of the student's curriculum and attracts academic credit.	Often associated with professional body requirements. Students gain academic credit usually through detailing and reflecting on their experiences. Close supervision and sometimes work-based assessment is likely either by a member of staff or an approved workplace mentor.	Work	University or prof. body	Yes
Work-informed teaching	Teaching which draws on students' relevant work experience.	Examples include professional and vocational courses, usually part-time, where the students are in relevant work and the course deliberately draws on this but the academic input remains the focus of the learning.	University	University	Yes
Work-related opportunities: which enrich the learning experience but are not directly associated with credit.					
Internship	Organised work experience that does not attract academic credit.	May or may not be subject related but is often mediated by the University (for example non-credit bearing sandwich years). Some supervision or monitoring is likely to be involved since the University has a	Work	Open	No

		duty of care for its students. Students may be required to complete tasks or activities but these are not assessed and graded.			
Curriculum enrichment	Activities additional to the curriculum which enable students to appreciate working practices and/or environments.	Are subject related but not formally assessed. Examples include organised visits, study tours, guest lectures from professionals or other similar activities	Any	Open	No
Work experience	Using the context of work to develop knowledge of working practices and the skills for work.	May arise from students' general employment. Emphasis is on the development of generic work-related skills rather than subject-specific skills. Students can draw on experiences for the EDGE award.	Work	Open	No

Appendix 9b: AGCAS Guidance

Frequently Asked Questions

The following is reproduced from the AGCAS website and is based on information provided by BIS:

Q. Can I advertise for an unpaid internship?

A. For national minimum wage purposes there are no special rules in respect of interns. Whether or not someone is entitled to be paid the national minimum wage depends on whether they are a “worker” under national minimum wage legislation. If they are a “worker” they are entitled to be paid at least the national minimum wage unless a specific exemption applies.

A “worker” is someone who works under a contract of employment or any other kind of contract (express or implied) whereby they undertake to do work personally for someone else (and they are not genuinely self-employed).

A contract does not have to be written and can be oral or implied. Key elements in establishing whether someone has a worker's contract include:

- whether there is an obligation on the individual to perform the work and an obligation on the employer to provide the work, and
- whether the individual is rewarded for the work by money or benefits.

So you can advertise unpaid internships but if the actual working arrangements are such that the person is a "worker" then you will have to pay them at least the national minimum wage by law.

If your advert offers a reward for the work to be performed, either in the form of a monetary payment or a benefit in kind, then this would suggest the person is likely to be a "worker". The greater the reward the more likely that a worker's contract will be formed and that the person will be a "worker" and entitled to the national minimum wage.

Q. Does it matter what I call the internship/job?

A. Whether someone is entitled to the national minimum wage depends on the actual circumstances of the arrangement, not the title given to the job or the role.

Labels such as work experience, internships, voluntary work or volunteering will not make any difference. If the circumstances mean that the person undertaking the role is a "worker" under national minimum wage legislation, then they will be entitled to be paid at least the national minimum wage unless one of the specific exemptions applies.

Q. What distinguishes a worker from a volunteer?

A. If you have a contract of employment then you are a **worker**. Even if you do not have a contract of employment, you are a worker if you are doing work personally for someone else under a worker's contract, such as a contract to personally perform services, and are not genuinely self-employed. The contract does not need to be written - it may be an implied or oral contract, so the absence of a written contract does not automatically mean that someone is not a worker.

A **volunteer** does not have any form of contract of employment or contract to perform work or provide services. They are not workers and therefore not covered by the National Minimum Wage Act 1998. Volunteers do not qualify for the national minimum wage (NMW)

because they are not workers. Volunteers can volunteer for anybody, not just organisations in the voluntary sector.

Voluntary worker is a term which is used in the National Minimum Wage Act 1998. It has a specific meaning for NMW purposes. Voluntary workers are a class of workers who have an exemption from qualifying for the NMW. The exemption is at Section 44 of the National Minimum Wage Act 1998.

Voluntary workers may not be called such by the organisation who engages them. They may be people who consider themselves 'volunteers' but who are in fact workers due to the arrangements under which they work. However, if such individuals meet the conditions of the voluntary worker exemption, they do not qualify for the NMW. This exemption is designed to allow people who genuinely wish to work without profit for good causes to continue to do so without fear of qualifying for the NMW.

Definitions relating to NMW

The key differences between workers, voluntary workers and volunteers

	Characteristics	Employer	Qualify for NMW
Volunteer	Not a worker	Any employer or organisation	Does not qualify
Worker	Works under a contract of employment or a contract personally to perform work or provide services	Any employer or organisation	Qualifies, unless a specific exemption applies
Voluntary worker	Works under a contract of employment or a contract personally to perform work or provide services	Charity, voluntary organisation, associated fund raising body or statutory body	Does not qualify due to a specific exemption

Q. Do I have to pay someone doing work experience?

A. Someone who enters into an agreement or contract to work for experience will be a “worker” for national minimum wage purposes and entitled to be paid the national

minimum wage in the normal way, unless they are a genuine volunteer or fall into one of the groups who are exempt.

In national minimum wage legislation there is a specific exemption for “workers” who are students undertaking work experience lasting up to one year as part of a UK further or higher education course. Otherwise, students are entitled to be paid at least the national minimum wage in the normal way including when they are:

- studying at non UK educational establishments,
- doing work which is not a specific requirement of their course, or
- doing work which is a requirement of their course but which lasts longer than one year.

Q. If someone volunteers to work for me, do they have to be paid the national minimum wage?

A. Genuine volunteers do not have to be paid the national minimum wage as they are not “workers” under the national minimum wage legislation. Just calling someone a “volunteer” does not mean they don’t have to be paid the national minimum wage. It depends on the circumstances under which they are engaged and whether or not the arrangements mean they are a “worker” for national minimum wage purposes.

Volunteers are people who are under no obligation to perform work or carry out your instructions. They have no contract or formal arrangement and so can come and go as they please. They have no expectation of and do not receive any reward for the work they do. A reward is not restricted to simply being a payment in the form of money but can be something like the provision of benefits or training.

Where a volunteer incurs costs in the course of their work it is possible for such expenses to be reimbursed and not treated as a reward as long as the payment is reasonable in the circumstances of the arrangement. Reimbursement of reasonable out of pocket expenses alone is unlikely to change an individual's status to one of a worker. Each case would be considered on its individual facts. You may prefer to reimburse only expenses actually incurred and many volunteers prefer this. If reimbursing estimated expenses, you must be able to explain how you arrived at the level of expenses and be able to justify why this was a reasonable estimate.

Care should always be taken to ensure that the provision of expenses does not suggest that an individual is a worker. Should this happen, a worker would be entitled to the NMW unless a specific exemption applied, such as the voluntary worker exemption. <http://www.businesslink.gov.uk/volunteering>

Q. Does someone working for a charity have to be paid?

A. There is a specific exemption in national minimum wage legislation for “workers” who work for a charity, a voluntary organisation, an associated fund raising body or a statutory body. However, specific conditions must also be met. These are that the person must not receive:

- any monetary payments, except reimbursement of expenses, nor
- any benefits (except the provision of reasonable subsistence and accommodation).

There is another specific exemption for a “worker” engaged by one charity but is placed to work with another charity, voluntary organisation, associated fund raising body or statutory body. In these circumstances, the criteria above must be met except that the person doing the work can receive money to cover their subsistence.

Q. What if an intern or someone undertaking work experience thinks they are being exploited?

A. If someone thinks they are a “worker” and not being paid the national minimum wage, they can ring the Pay and Work Rights Helpline on 0800 917 2368 (Text phone 0800 121 4042). The Helpline is open from 8 am to 8 pm (Monday to Friday) and 9am to 1pm on Saturdays.

<https://www.gov.uk/employment-rights-for-interns>

APPENDIX 10: Summary of student leadership training and development

1. NUS ELECTED OFFICER TRAINING

The Union invests in the development of newly appointed sabbaticals through the Elected Officer Training Programme.

2. BEDS SU RESIDENTIAL TRAINING PROGRAMME FOR ELECTED STUDENTS

The Union takes all elected students for a one week residential training week with sessions facilitated by senior staff and trustees of the organisation and an induction with NUS.

3. ELECTED STUDENT OFFICER MENTORING

The Beds SU Performance Support Framework summarises the mentoring relationships between experienced paid staff and elected postholders (paid and unpaid).

4. STUDENT UNION LEADERSHIP TRUSTEE TRAINING / ILM APPROVED COURSE

The CEO and Education & Representation Manager are ILM approved facilitators. This course provides a comprehensive overview of key issues facing elected sabbatical trustees. Potential to roll out to other Unions.

5. BEDS SU TRUSTEE INDUCTION PROGRAMME

The Union provides all external trustees with a one day induction training programme and the opportunity for individual sessions with departmental managers. In addition Trustees are encouraged to attend NCVO and NUS training aimed at Trustees. Potential to roll out to other Unions.

6. UoB/BEDS SU STUDENT GOVERNOR INDUCTION & NUS GOVERNOR CONFERENCE

Both Student Governors are required to attend governor induction and encouraged to attend the NUS Student Governor Conference.

7. LEARNER REPRESENTATIVE TRAINING / FACE TO FACE, ONLINE & BREO

A role description DVD is being developed this year. Training is delivered face to face by the Education & Representation Manager and also posted on to BREO and

available online for outside, partner college part-time and distance learning based students. A series of engagement meetings will be facilitated by VP Education.

8. ANNUAL LEARNER REPRESENTATIVE CONFERENCE

The Union co-facilitates a joint annual conference for learner representatives.

9. RESEARCH STUDENT SUPPORT GROUP

Focused training sessions for research course representatives, tailored to meet their specific needs.

10. FRESHERS' ANGELS TRAINING

Sabbatical led training for student volunteer team of Freshers Angels recruited to support and welcome new students to the University in Freshers' Week.

11. CLUB CAPTAIN TRAINING, REVIEW AND SUPPORT

All sports club captains are required to attend mandatory training and review sessions facilitated by the Student Activities Manager and supported by Student Activities staff. The sessions cover roles, responsibilities, funding, insurance, planning, development, support, disciplinary processes, policies and procedures, media and press.

12. SOCIETY PRESIDENT AND COMMITTEE TRAINING, REVIEW AND SUPPORT

All society president and committee members are required to attend mandatory training and review sessions facilitated by the Student Activities Manager and supported by Student Activities staff. These sessions cover roles, responsibilities, communication, funding, insurance, risk assessment, development, support, disciplinary, external booking and guest speakers, policies and procedures, event management, media and press.

13. STUDENT VOLUNTEER DEVELOPMENT SESSIONS

A programme of bitesize development sessions are offered to student volunteers in collaboration with Voluntary Action Luton and Bedford CVS. This programme is due for review and extension.

14. BEDS SU ACTIVIST TRAINING ACADEMY / MASTERCLASS AND BITESIZE

The Union is seeking to offer a programme of free bitesize and masterclass training sessions to students utilising the skills and expertise within the Union, the community and the wider student movement.

15. NUS ZONE CONFERENCES

Elected student officers are encouraged to attend the NUS Zone Conferences along with staff (role relevant).

16. NUS LIBERATION CONFERENCES

Elected Officers and other students can put forward a request to attend an NUS conference and are required to report back to the Union and bring ideas for change and development.

17. UNIVERSITY TRAINING PROGRAMME

Elected sabbatical officers (and Union staff) can access the UoB staff training programme free of charge as part of the memorandum of understanding.

18. STUDENT STAFF TRAINING

A rolling programme of mandatory staff training is implemented for all student bar staff.

- Responsible Retailing of Alcohol Award
- St Johns Ambulance First Aid Training Emergency Life Saving (All Ages)
- Fire Warden
- Door staff are Security Industry Authority registered
- Needles and Sharps Training
- Manual Handling
- Customer Service
- Job specific training including Coffee, smoothie, frappe machine and product training

19. STUDENT LEADERSHIP AND ACHIEVEMENT AWARDS

Certificates and annual celebration of student achievements in volunteering, representation, student journalism, sports, society etc.

20. HIGHER EDUCATION ACHIEVEMENT REPORT

Support, review and verification of student activity related to the HEAR.

21. BEDFORDSHIRE EDGE AWARD

Delivery and support of reflective process and verification of student activity related to achievement of Bedfordshire Edge Employability Award.

22. STUDENT PANEL MEMBER TRAINING – RECRUITMENT

Support and training for students to be involved in recruitment panels. The Union has implemented the active involvement of students on recruitment for the past three years.

23. STAFF INDUCTION TRAINING

Focused on the role of the Students' Union, the student voice, working with student leaders and democratic structures.

APPENDIX 11: Beds SU volunteering service review December 2012

1. Introduction

Volunteering over the years has developed beyond the traditional perspective of charity, third sector and community organisation provision. Today a more encompassing aspect exists, including increasing opportunities for volunteering in the commercial sector. Centrality of function is key to ensuring a coherent service. The existing provision of support and development of volunteering in the broader definition is presently fragmented across the institution. With a new focus on the importance of volunteering it is critical that the opportunity to consolidate and clarify is seized. The Careers and Employability Service runs a one stop shop for paid roles on and off campus and has presented a proposal to co-ordinate academic placements that form part of a course of study. Beds SU works in partnership with the Careers Team and supports their proposals for development. Beds SU believes that we should run a comprehensive, adequately resourced one stop shop for volunteering. With further review, it could be determined that there are some existing resources located elsewhere in the university that might benefit from being re-positioned to ensure consistency of approach and coherent team working. Simple clear areas of responsibility with effective cross functional working and clarity and equality of opportunity for students is key.

2. Rationale for Service Review

In 2011 Beds SU surveyed over 2000 students to determine the priorities for the 5 year Strategic Plan. Employability and volunteering opportunities were identified as the top priority for students. According to NUS data, 80% of students go to University to improve their job prospects and 51.4% of students feel that volunteer and employment opportunities are essential if they are to compete effectively within the graduate recruitment market. This is also reflected within the Wilson Report published in 2012. Segmentation evidenced that the Business School students rated volunteering and employability as their highest priority and students of the other three faculties rated volunteering as their second highest priority service from Beds SU.

Beds SU set a number of related strategic aims to achieve by 2017

- to support students to leave university with a range of experiences that increase their chances of employment
- to provide an increased number of volunteering opportunities that link to academic subjects and related employment fields
- at least 70% of students who have volunteered will say it has had a positive impact on their employability
- a Beds SU Volunteer team will be an active and integrated part of the Union structure, engaging a diverse range of volunteers in skills development through direct experience
- in partnership with the University, we will encourage student engagement with the HEAR and Bedfordshire Edge Awards

A target was also set to increase the number of active student volunteers, since the strategic plan it has been identified that the first objective required is to determine the existing baseline figure and project from that point. Currently the suggested aspiration is to increase the number of students who have volunteered year on year to a minimum of 5% of the core campus based student population from the current known position.

In response to the survey and subsequent Strategic Plan this review of the Volunteering Service has been undertaken.

3. Historical Context - Overview of Community Volunteering Project

3.1 2005

Staffing

- (Luton) Full time manager / Full time assistant / Student staff 12 hours per week
- (Bedford) Full time Community Projects Co-ordinator

Primary Focus

- referrals to the local community and mentoring project
- paper based directory which had short pieces of information on every volunteering opportunity available and this was regularly updated, sent to academics and placed across the University.
- volunteering opportunities notice board with rotational focus.
- volunteering workshops with certificates of attendance - to develop volunteers skills including sessions run by local community and UoB departments. Including child protection, project leader training, leadership skills, time management, first aid etc.
- drop in service where students could book a 15 minute appointment with a member of the volunteer team to discuss options available.
- individual referral system from volunteering team to organisation for students to contact with follow up system with student and organisation.
- annual Awards Ceremony to celebrate achievements.

Data Management

- paper based system supported by basic access database.
- online link to Career Prospects system where students could search opportunities online.

Benefits of previous system

- Closer contact and engagement with volunteers
- Personal, individualised service

Weakness of previous system

- Protracted system requiring more efficient database
- Volunteering hours and other required statistics were not logged

3.2 2009/2010

Staffing

- Reduction in capacity of Manager and Administrator only
- UoB Volunteering Manager took a one year sabbatical.
- Further reduction of capacity – Acting Manager only
- Work capacity and services reduced – particularly UoB In House volunteering projects detailed below -

UoB In house volunteering projects

Established university projects could no longer be supported resulting in reduced volunteering opportunities and hours on campus.

Examples of projects include:

The School Mentoring Project - 60 students per annum

British Red Cross Centre – 90 students per annum

Read Book Project – 20 students per annum

Think Peace Society - 10 students per annum

Volunteer Society – minimum 10 students per annum

Volunteer Ambassadors - 6 ambassadors per annum

One off events – average of 10 events per annum attracting 50 students

Health Outreach Project - 30 students per annum

Other UoB Volunteering Projects – variable

Treehouse and Seedbeds assistants- various

Local Authority Run Events – e.g. Bedford River Festival - variable

Beds SU Sports and Societies, Learner Representatives – variable

Community Related Student Projects - e.g. Business students do a module where they do a charity event and fundraise a charity supported by advice from volunteering and commercial services departments

Departmental led volunteering – e.g. Biomedical students have been involved in lab volunteering that tutors have set up for them and Sports therapy students were looking at extending voluntary placements in the local community

International University Led Projects - e.g. The Malawi Project Bedford

Students In Free Enterprise Society (SIFE) / Enactus - supported by Careers to attend national events.

Bedfordshire Entrepreneurs Society - supported by Careers to apply for funding.

3.3 2010

- Student Services Departmental Review – decision made to second volunteering service in to the Students' Union.
- Capacity of service formally reduced to Volunteering Manager only – administrative support position withdrawn.
- Post located within Beds SU and managed on day to day basis by Beds SU CEO.

3.4 June 2012

Maternity Cover for Volunteering Manager undertaken by Community Projects Manager position seconded into Beds SU.

3.5 August 2012

Approval and block grant uplift given for additional capacity for service – Bedford based Community Projects Officer – commenced November 2012.

4. Current Position

- There is a lack of centrality in respect of volunteering, the current Beds SU service focuses primarily on community volunteering, but there are competing offers from different departments which makes it complicated and confusing for students.
- If Beds SU are the champion of volunteering then they should be THE point of contact and resources accordingly.
- The present system relies on students registering and searching for opportunities on line. The ability to follow up with interested students via telephone or email to establish statistical information and offer individual support is limited due to capacity.
- Staff support is focused on engaging with community organisations to register and verify volunteering opportunities and to ensure the online system is updated.
- Promotion of volunteering and opportunities via various media and social media.
- Adhoc support is given to university staff in relation to volunteering and community related projects.
- Volunteering Fairs organised and run twice yearly in both Bedford and Luton
- Fairtrade Steering Group and related activity chaired and supported by Manager
- Annual Student Leaderships / Volunteering Awards Ceremony
- Outcomes Summary Spreadsheet developed with new priorities with increased capacity (Appendix 1)

5. Resources

Service impact and reach is limited due to current capacity. The Union believes that the present Hire Desk System requires review as it is not presently providing a system that is tapered to the specific needs of volunteering and is more appropriate for an employment recruitment process. An initial audit has been instigated to develop a statistical baseline and investigation into a more robust system for managing the volunteering project has been initiated. Reach, service and impact of identified Outcomes can be extended and enhanced with additional capacity.

6. Recommendations to improve service impact and outcomes for students

The following are key to develop a first class, high quality, student led and responsive service, ensuring students improve their employability chances. With additional capacity and resources, Beds SU believes significant increases in numbers of students volunteers and volunteering hours can be achieved together with a more personalised, focused service.

- **One to One support and one stop shop**– to develop a more personal and friendly service for students and organisations.
- **Community Hot desk** - for community organisations / Volunteer Bureaux to come in and meet students.
- **Improve recruitment and placement service** – re-instigate a registration form and personalised matching service that is linked to a bespoke CRM system, including one to one meeting with volunteering team for skills development leading to student contacting organisation directly
- **Develop Customer Relationship Management (CRM) system** to improve service offered and statistical information available
- **NUS Digital** is presently launching a bespoke volunteering platform linked to other strands that also encompass aspects of volunteering such as course representation, societies, sports teams and clubs etc. Beds SU is in the process of reviewing this system to determine how appropriate it is to identified needs
- **Improve promotion of opportunities and benefits of volunteering** - to reach a diverse range of students including launch of Volunteering Newsletter
- **Increase range of support and development services** – for students and departments of UoB.
- **Increase the number of community based volunteering opportunities available** – scope, geographic , times, academic related , student led etc
- **Increase student employability through training** – identify and provide training for potential volunteers
- **Develop Beds SU volunteer team** – for in house events and one offs in community
- **Develop Time to Time one off volunteering in the community** – River clear up's, school sports day etc
- **Develop micro volunteering both in house and in community** – e.g. production of a flyer
- **Develop volunteering opportunities with faculties** including academically relevant opportunities
- **Promote and support students to engage with Bedfordshire Edge and HEAR**
- **Develop, instil and support good practice in-house volunteering** (Appendix 2)
- **Develop commercial volunteering** – as this will offer different experiences for students volunteering, but would need rigorous systems as organisations may not be familiar with working with volunteers
- **Geographical coverage** – improved to cover all campuses
- **Extend volunteering opportunities in not for profit** – e.g. schools, children's centres
- **Develop Beds SU / UoB volunteering projects** – e.g. school mentoring , health outreach

- **Beds SU One Stop Volunteering Shop** - ALL volunteering opportunities should be co-ordinated and accessed via Beds SU to have a more coherent service for students, including international volunteering opportunities

7. Proposal

In order to provide a high quality volunteering service that meets the needs of all students it is essential that a centralised One Stop Volunteering Shop is developed and appropriately resourced. If the activity is voluntary, unpaid and falls outside the assessed element within a course of study then it should be managed and co-ordinated by Beds SU. Beds SU would continue to work cohesively with the existing Careers and Employability Service and the Paid Internship Programme and would also forge close working relationships with the proposed new Placement Co-ordinator team to be situated in Careers department. This would ensure that clarity exists between course related placements and academically linked volunteering opportunities and support students in recognising the difference and the benefit of engaging with both.

If in principle support is given to the proposal then more detailed work on outcomes can be undertaken. We have already developed an approved Outcome Summary (Appendix 1) that can be enhanced to demonstrate the additional outcomes and impact from extra capacity.

The following structure is proposed:

- **Volunteering Service Manager x1 (Existing Post - Full Time)**
Strategic development, service planning and delivery, statistical, qualitative and quantitative monitoring, evaluation and reporting, staff team line management, , integration into employability work, community engagement, Fairtrade, ethical, environmental and sustainability agendas with UoB. Quality assurance and development of service to meet quality mark. Liaise with press and PR to demonstrate the positive impact of student volunteering on the local community and within campus community.
- **Volunteering Service Co-ordinator x 2 - Full Time Geographic Based**
Posts to cover Bedford/Milton Keynes and Luton/Aylesbury/BSO to focus on development of links with students and local organisations. Effective promotion of volunteering opportunities to increase student engagement. Responsible for developing academically linked volunteering projects with relevant departments. Running focus groups with students to develop innovative student led volunteer projects. Running volunteering drop in sessions to provided personalised volunteering advice guidance and support. Development of Alumni projects linked to volunteering and charitable organisations. Responsible for verification of HEAR and Bedfordshire Edge volunteering strand submissions. Recruiting and inducting Beds SU Volunteer Team and supporting relevant departmental managers.
- **Volunteering Service Assistants x 2 – Full Time Geographic Based (One post existing)**

To develop and maintain database, spreadsheets and other statistical and monitoring systems. To assist with the organisation of events / workshops. To ensure promotional materials are distributed and updated. To ensure volunteering and associated opportunities / events are effectively promoted through social media, website and all other outlets. To organise meetings, distribute papers and minutes etc. To support students who wish to volunteer by directing them to sources of information, taking a record of their details, advising them on the steps they need to take to find appropriate volunteering opportunities, supporting them in completing the appropriate paperwork.

- **Student Development / Training Co-ordinator– Part Time / Term Time**

Plan and facilitate a programme of workshops to increase support and guidance for students for whom volunteering is a new concept, including International students. Increase student employability through co-ordination and delivery of a comprehensive training programme, consolidating and enhancing existing training provided by the Union (Appendix 3). This is presently run by different departments and would be far more effective and efficient if it had overarching co-ordination and support. Enhance the programme through development of links with local training providers and university department workshops and sessions. Improving communication of opportunities and increasing student engagement. This area of work has potential to develop an income stream for the Union moving forward as we can sell training places to other Students' Unions and local organisations as appropriate.

8. SUGGESTED KEY RECOMMENDATIONS

1. **Increase Volunteering Service staffing capacity to achieve proposals on paper to** increase the number of community based volunteering opportunities available, Improve promotion of opportunities and benefits of volunteering, Increase student employability through training , develop Time to Time one off volunteering in the community, Develop micro volunteering both in house and in community , Promote and support students to engage with Bedfordshire Edge and HEAR , Develop commercial volunteering , increase geographical coverage , Extend volunteering opportunities in not for profit (e.g. schools).
2. **Improve System (CRM) for recruitment, placement and tracking etc :** to achieve more personalised service and better evaluation, tracking and statistical analysis and service improvement.
3. **One Stop shop - to specifically achieve the following proposals :** Community Hot desk, personalised service for students and organisations, ALL volunteering opportunities should be co-ordinated and accessed via Beds SU to have a more coherent service for students, including international volunteering opportunities.
4. **Improve in house / faculty & academic related/ Beds SU/ UoB supported volunteering :** Increase range of support and development services, Develop, instil

and support good practice in-house volunteering and Develop Beds SU / UoB volunteering projects.

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