

This one-day event included a mixture of presentations, opportunities for discussion and a swapshop element to allow individuals to share and hear experiences of setting up, managing and assessing work placements. An academic, an employer and a student all spoke about their experiences of work placements. There was also a hands-on session exploring how web 2.0 technologies can be used to help monitor and assess students on placement.

**Very useful, especially the
web-based demonstration and
discussion on assessment**

**Enjoyable, with
good ideas
shared.**

**Very useful – I hope to keep
in contact with people at
the event**

Issues around student placements - Academic view point

Ian Hughes, University of Leeds

Ian set the scene for the day and introduced work placements in the broader context of work related learning. He talked through his experiences as a work placement supervisor and how it was important to keep up to date with changes to the QAA and Health and Safety requirements. He suggested delegates used the Work Placement Audit developed by the Centre to help evaluate their current practice.

Issues around student placements - Employer view point

Louise and Christine from Covance

Louise introduced Covance and described how they run placements and recruit students. She talked about some students having to accept their first placement offer and how this can be both positive and negative for the employer. Christine gave the line managers perspective of supervising placement students. One thing she

highlighted was that many students don't have an understanding of Good Laboratory Practice.

Issues around student placements - Student view point

Lucy Williams, Placement Student at GSK 2006-2007

Lucy gave an entertaining account of her work placement experience, from the application and interview process, to the placement itself and finally to the transition back into university and student life - which she found the hardest part of the placement.

Preparing students for placement

Anna Worsley, Work Placement Centre, University of Leeds

Anna talked through all the essentials that need to be considered when running work placements before setting delegates some tasks. In groups delegates put themselves in students' shoes and considered the hopes and fears they would have going on placement. In the second exercise delegates tested their artistic skills by drawing what they thought a bioscience placement student would look like, before listing the skills they would have. Both the exercises are designed to be run with students preparing to go on placement.

Web 2.0 technologies for monitoring and assessing placements

Theresa Beattie and Kevin Wright, JISC Regional Support Centre

Kevin stepped in at the last moment to run this workshop with Theresa after the previous organiser had to pull out due to illness. They introduced JISC Regional Support Centre's before explaining different web 2.0 technologies. They discussed both Wiki's and Social Networking sites such as Ning, along with e-portfolios. Delegates then had an opportunity to create a Ning site specifically for work placements. Issues regarding students putting up company secrets were discussed.

Swapshop - setting up and running good placements

The Swapshop was chaired by Julian Park and gave contributors an opportunity to share practice, ideas and experience on work placements

How to entice students and employers to work placements -

Gillian Fraser (University of Reading), highlighted the work the CETL-AURS has been involved with in setting up placement opportunities in the School of Agriculture, Policy and Development.

Work placements at Askham Bryan - Karen Hustler (Askham Bryan College) summarised the work placement experience at Askham Bryan, which typically involved work experience being built

into a degree programme, for example 4 days at college and 1 day at work. She spoke about the difficulties of trying to assess and set learning outcomes for very different placement experiences.

Assessing student placements - Roger Barraclough (University of Liverpool) spoke about Biochemistry and Molecular Biology placements in a four year course at the University of Liverpool. The placement year is worth 10% of the final degree mark and it is therefore important that the assessment of the placements is done well. 50% of the placement mark is awarded for a scientific report marked by university placement co-coordinator, 30% for a presentation given to other placement students and placement coordinators and 20% for work based assessment from industrial supervisor.

Learning outcomes for work placement - Karen King (Institute of Agri-food and Land Use) shared how the Institute of Agri-food and Land Use at Queen's University, Belfast set learning outcomes for placement students, by identifying elements of work placements that students will use in university and their future careers. This helps to overcome the difficulties of placement experiences potentially being very different for different students.

Supporting placement learning through a VLE - Chris Seal (Newcastle University) spoke about a VLE created within the University's Blackboard system to provide information and support to students and allow students to compile appropriate evidence that they had fulfilled the necessary learning outcomes of the placement.