



## The Higher Education Academy

### Seminar Series Event

*Enhancing holistic healthcare  
employability for successful student  
transition – how do we measure its  
success?*

Birmingham City University, Faculty of Health,  
City South Campus, 10:00-16:00, Wednesday  
2<sup>nd</sup> April 2014

*Compendium of Employability Practice; Beyond  
Destination Statistics*

*Event Resource Pack (ERP) Part 1*

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Section 1: Introduction
<p>On behalf of the Higher Education Academy (HEA) Health and Social Care (HSC) Team and Birmingham City University (BCU), Faculty of Health we would like to say a big thank you to everyone who attended and actively participated in the seminar series event <i>‘Enhancing holistic healthcare employability for successful student transition – how do we measure its success?’</i> Hosted at BCU Faculty of Health, City South Campus, on the 2<sup>nd</sup> April 2014.</p> <p>We hoped that facilitating the seminar would be one way of adding to the debate, discussion, thinking and practice to empower and inform our community.</p> <p>Particularly in relation as to how we may go beyond traditional destination statistics that seek to measure employment outcomes alone.</p> <p>It was our intention to consider, with your proactive involvement, longer-term student support and how the development of their employability enables our students and clinically professional graduates to be satisfied and successful throughout their career; predominantly exploring their transition from students to new clinically professional graduate.</p>

What emerged was a challenging, engaging and interactive event that inspired and stimulated shared insight and learning. How do we know this? Because these were the top five words you, as our guests, used to describe seminar activities.

Having received such positive feedback we were keen to continue momentum in enthusing each other's innovative learning and potential research practice. As a result we have created this Compendium of Employability Practice; Beyond Destination Statistics. The compendium has been formatted as an Event Resource Pack (ERP). It comes in two parts and is aligned to an associated external webpage. For access to the webpage please go to this link:

[www.bcu.ac.uk/measure-success](http://www.bcu.ac.uk/measure-success)

*This fragment, Part one, is divided into five sections. Each section offers a short overview guiding you to event resources (e.g. keynote and workshop vodcasts and resources) acting as a guide through the day's activities. Supplementary information is featured throughout the ERP and includes a short showcase film produced by our media student partners; with thanks to Mantas Jankus and Algirdas Sakickas. Part one will be useful for those who want to recap on event activities and/or for those who were unable to join us on the day yet who have an interest in the subject.*

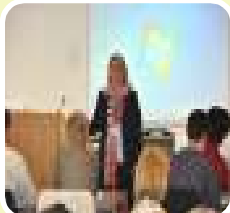
Part two is separated into three sections and has an emphasis on the concepts that were collectively deliberated throughout the event (see ERP Part 2). Using a discursive style the second part offers an oratory of emergent themes including those that arose from the employability café consultation. The narrative of

delegates shared experiences will culminate in a series of suggestions for future deliberation alongside consideration of future challenges and opportunities. Useful references and resources will be provided alongside event abstract and poster submissions. The second part will draw to a close with an event summary and evaluation. It is important to note that the views presented are representative of individual thoughts and not necessarily characteristic of employing organisations. Part two will be useful to those looking for inspiration, ideas and activities that have the potential to add to the body of evidence to enhance contemporary employability practice.

We hope that you find this compendium a source of inspiration and a mechanism that enables and empowers your personal employability journey. We wish you all the very best of luck with your future employability activities - for the benefit of our student's and each other's learning.

*Lindsay, Katie & Lisa*

## Section 2: Event Welcome & Resources



### **Welcome from Birmingham City University**

- Lindsay Yardley, Senior Academic & HEA Academic Associate

Guests arrived at the reception desk with a warm welcome greeted by a member of the event organisation team (*Lindsay Yardley, Lisa Abbott, Katie Whitehouse and Claire Stevens*) and/or one of our student partners (*Harriet Shaw-Roberts, Ruth Cartwright, Victoria Lynne, Maxine Bourne - health student-alumni partners and Mantas Jankus and Algirdas Sakickas - media student partners*). On collection of delegate packs guests were then escorted to the main room for event proceedings.

Colleagues, peers and alumni-student-partners began to mingle over tea, coffee, bacon, sausage or vegetarian baps; or as one delegated suggested –the big brummies’ breakfast! After suitable nourishment and refreshment Lindsay Yardley (on behalf of Birmingham City University, Faculty of Health and the event organisation team) kick-started the day with a welcome to one and all.

Hospitality information was shared alongside offering a rationale for hosting the event. This included emphasising how employability is a key academic and practice concern (see table one) and sharing the event organisation teams personal beliefs of keeping students at the heart of everything that they do (see table two); one of several reasons why student-alumni partners were central to event activities.

**Table 1: Beyond convention methods**

***‘For a long time now conventional methods of evaluating employability have leaned towards those focused on destination statistics as a means of appraising employment outcomes. Yet we know that there is so much more to employability than a graduate’s first post as a registered practitioner in health and social care. We are in time of considerable change and must, for future evolvment, consider how employability can be measured outside of traditional methodologies’***

**(Tibby, 2012, Yardley, Abbott & Whitehouse, 2013, 2014a)**

**Table 2: Keeping students central stage**

***‘It is our intention that the students who we have the privilege to work alongside have the very best of learning experiences. And for their learning to go onto positively influence the way in which they provide safe patient care as a health and social care professional’.***

**(Yardley, Abbott & Whitehouse, 2014b)**

Lindsay keenly expressed how the day would help to enhance alumni-student-partners employability facets through imagery and video capture, student partner workshop presentations and as an opportunity to share, listen and explore holistic aspects of employability from the perspectives of those in attendance. Features of which you can see throughout this ERP.

<b>Table 3: Event themes</b>		
<u>Theme 1</u> <b>Students as partners</b>	<u>Theme 2</u> <b>Academic and Career partnerships</b>	<u>Theme 3</u> <b>Higher Education Institutions (HEI's) and Health and Social Care (HSC) provider partnerships</b>

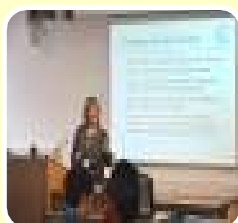
She summarised the structure of the day (see event outline), the seminars three core themes (table three) and introduced Jane Priestley from the Higher Education Academy, Keynote speakers Ruth Lawton, Birmingham City University and Dr Lorraine Dacre-Pool, University of Central Lancashire (see section 2). As well as announced lead workshop facilitators (see section 3), the events three core themes (see table three) and the aims of the day (see table four). Rounding up the welcome by actively encouraging all to share their employability stories and to make the most of networking opportunities.

<b>Table 4: Event Aims</b>		
<b>Work together to collectively appraise holistic aspects of employability</b>	<b>Positively challenge our thinking and creativity</b>	<b>Inspire, inform and share practice and ideas.</b>
<b>Learn from one another and leave feeling empowered to add to the body of evidence to enhance contemporary employability practice.</b>		

*For access to the resource outlined in figure 1 below please go to:*  
[www.bcu.ac.uk/measure-success](http://www.bcu.ac.uk/measure-success)



<b>Section 3: Welcome &amp; Keynote Speeches</b>
<b>3.1 Welcome from the Higher Education Academy</b>



### **Welcome from the Higher Education Academy**

- Jane Priestley, Academic Lead, Health and Social Care

In her opening speech Jane provided an overview of the Higher Education Academy (HEA) and the services it offers. Introducing one of the HEA's key thematic areas; that of employability. Jane highlighted that employability is a major priority for all of us; for the benefit of students on graduation and beyond. Particularly in relation to students and clinically professional graduates commitment to lifelong learning and progressive development. Further indicating that a significant feature of this key area is that of measuring success. Jane began to encourage us to think about employability in terms of evaluating impact; see table five.

Table 5: Employability and Measuring Success			
How do we know that things are actually working?	How do we measure impact?	What sort of metrics are we using?	What experiences are we sharing to inform each other's practice?

Additionally Jane reinforced that as much as the day was about enhancing student's employability the event was similarly about augmenting our continual professional development and personal employability too. Emphasising that the HEA were keen

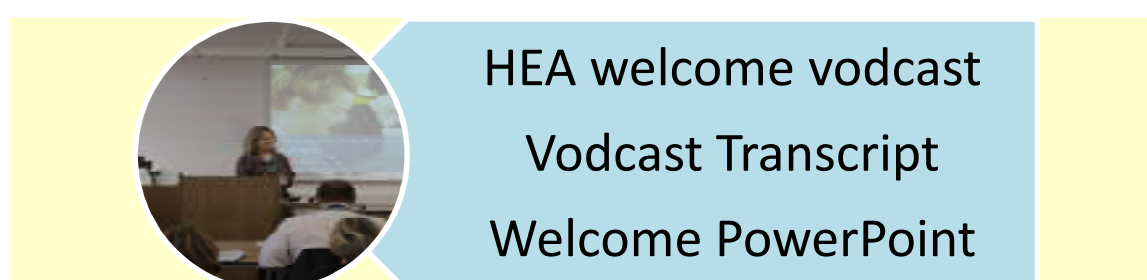



to hear about the key themes and issues that we as a community need to be considering (see table six).

Overall Jane reminded us that the day was meant to be about supporting and inspiring one another; for the benefit of our students and our own experiences. As an opportunity to network with colleagues, share practice and work in partnership.

*For access to the resource outlined in figure 2 below please go to:*

[www.bcu.ac.uk/measure-success](http://www.bcu.ac.uk/measure-success)



	<p><b>Table 6: HEA invite...</b></p> <ul style="list-style-type: none"><li>• Do you have an idea as to how the education of healthcare professionals can be enhanced or value added?</li><li>• What are the current issues and/or priorities that you think the health and social care education sector is facing?</li><li>• What suggestions do you have to support education and innovation?</li><li>• Are you a learning and teaching enthusiast looking for inspiration and motivation?</li><li>• Why not join the HEA 'MY Academy' you can register at: <a href="http://www.heacademy.ac.uk">http://www.heacademy.ac.uk</a></li><li>• Or email your thoughts, ideas and suggestions to the HEA Health and Social Care Team via: <a href="mailto:healthandsocialcare@heacademy.ac.uk">healthandsocialcare@heacademy.ac.uk</a></li></ul>
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After Jane's welcome speech we invited Ruth Lawton, Birmingham City University Learning and Teaching Fellow for Employability, to offer her keynote address titled '*Impact: lots of questions, some answers*'.

### 3.2 Keynote 1: Impact: Lots of questions, some answers



#### **Keynote 1: Lots of questions, some answers** **Ruth Lawton, Birmingham City University,** **Learning and Teaching Fellow for Employability**

*Who are we  
trying to have  
an impact on?*

Ruth commenced her address by asking delegates to think about impact in terms of what does it mean to us? What does it mean for you? What is the state of your employability at the moment? As well as what does success mean for your students or wider stakeholders?

Discussion followed exploring definitions of employability (see table seven) and career adaptability (see table eight) as well as consideration as to how personal circumstances affect individual adaptability and employability. Ruth added her own definition articulating how employability and career adaptability was about being able to handle life's joys and its slings and arrows. As well as the ability to recognise life's achievements, our passion and values and all the things that excite us when it comes to work.

**Table 7: What is employability?**

***‘Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose, secure and retain occupations in which they can be satisfied and successful’***

**(Dacre-Pool and Sewell, 2007; 2012)**

**Table 8: What is Career Adaptability?**

***‘The capability of an individual to make a series of successful transitions where the labour market, organisation of work and underlying occupational and organisational knowledge bases may all be subject to considerable change’.***

**(Bimrose et al, 2011)**

Ruth encouraged everyone to think about impact and its different facets; for those who want to recap on this activity you can use table nine to structure your thoughts. In addition Ruth shared a number of resources throughout her address that have called for ‘us’ as a community to really examine the extent to which ‘we’ are having impact on employability development; these can be found in section eight.

Ruth explored the perceptions of employability from students, graduates, and staff and patient perspectives alongside how institutions are governed by employment statistics. Further discussing how employment rates affect funding, league tables, recruitment and institutional reputations etc.

Ruth utilised her own personal experience to bring to life the concept 'lived experience' stimulating delegates to think about their own career journeys. For anyone wishing to recap on this activity table ten should act as a useful trigger.

<b>Table 9: What is Impact?</b>			
<b>Is what I am doing having an impact?</b> <i>What am I doing? Is it intended or unintended? Real or Imagined?</i>	<b>On who am I having an impact?</b> <i>Which stakeholders – students, graduates, staff, employers, patients, professional bodies?</i>	<b>How am I having an impact? Why am I having an impact?</b> <i>Which aspects are having an impact and why?</i>	<b>Do students know I am having an impact?</b> <i>Am I making what I am doing explicit?</i>
<b>Can I replicate it?</b> <i>Will what is working here work elsewhere?</i>	<b>Can I improve it?</b> <i>Can I make what I am doing even more effective?</i>	<b>What going on nationally or internationally I could find out about?</b> <i>What can I learn from others and how do I find out about it?</i>	

<b>Table 10: What is your lived experience of employability?</b>	
<b>What is your lived experience of employability?</b>	<b>How much of your experience was a conscious choice?</b>
<b>Do you know where you want to go next?</b>	<b>Is it a conscious choice?</b>

It was interesting to hear how Ruth's definition of impact has changed throughout her own experiences moving from quantitative to qualitative approaches; and one that now focuses on affording people time and space to think about their practice.

One of the ways Ruth enables staff to have 'time and space' is via a module called Embedding Employability into Your Practice (EEYP). The module forms part of a M.Ed. in Learning and Teaching and affords individuals a scaffold for their employability development. Ruth passionately believes that employability should be embedded in the curriculum. Yet if it is going to be embedded it needs to be assessed and explicit; otherwise it's not valued.

In thought provoking fashion Ruth stimulated delegates to think about the extent to which they are role models for employability. Again encouraging delegates to spend

time reflecting or discussing these features with a colleague. For those wanting to revisit this activity table eleven should act as a useful prompt.

<b><i>'Impact is about giving people time and incentive to really think about their practice alongside a scaffold or structure they can work within'.</i></b>	<b><i>Ultimately the aim is to generate a super league of role models for employability'.</i></b> <b>(Lawton, 2014)</b>
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Ruth rounded up her keynote speech outlining the future of employability at BCU following a recent review. Further highlighting a number of key recommendations. In particular where all staff are clear about expectations and their roles and how this contributes to the development of student employability; through one of BCU flagship enterprises that of Partners for Success; see section five for further information.

<b>Table 11: Role models; does your lived experience impact or influence...</b>
<b>Your attitude towards your students' employability?</b>
<b>Your feelings of responsibility for it – if any?</b>

**Whether or not you are role modeling what you want your students to learn in relation to employability? And if so how? *E.g. when was the last time you updated your CV, ePortfolio or Profile?***

**Is there somewhere in your practice or your role where you think you could make a change?**

*For access to the resource outlined in figure 3 below please go to:*

[www.bcu.ac.uk/measure-success](http://www.bcu.ac.uk/measure-success)



**Keynote 1 Vodcast  
Vodcast Transcript  
Keynote 1 PowerPoint**

**Table 12: Additional resources supplementary to Impact; lots of questions, some answers**

**Employability Developers Network**

The Employability Developers Network is a jisc email list which shares requests, resources and news relating to employability. It doesn't have heavy email traffic (despite the 900 subscribers) but it's useful for when you don't want to reinvent the wheel or need to keep up to date with the latest and current research, publications etc. To join the employability development list go to:

<http://www.jiscmail.ac.uk/EMPLOYABILITY-DEVELOPMENT>

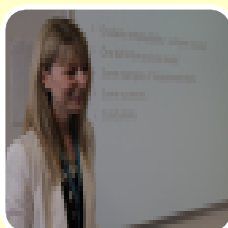
In the top left hand corner click on subscribe/unsubscribe employability development. You are asked to provide your name and an email address and will be sent an email to confirm your subscription.

### **Embedding Employability into Your Practice (EEYP)**

The Embedding Employability into Your Practice is a 30 credit module within Birmingham City University's M.ED in Learning and Teaching in Higher Education. It is open to internal and external candidates. For further information see the EEYP flyer on the compendium webpage or contact [ruth.lawton@bcu.ac.uk](mailto:ruth.lawton@bcu.ac.uk)

Those present will recall that Lorraine kindly afforded her keynote address towards the end of the event; with good reason! It was our intention that Jane's welcome and Ruth's keynote speeches would set the tone for the day and Lorraine's would suitable round up event activities. Although this was how keynote speeches were heralded we have grouped the keynote addresses together for the purpose of this ERP. We will therefore present Lorraine address '*Graduate Employability, Measuring Success*' next in this resource pack.

### **3.3 Keynote 2: Graduate Employability, Measuring Success.**



#### **Keynote 2: Graduate Employability, Measuring Success**

**Dr Lorraine Dacre Pool, University of Central Lancashire, Senior Lecturer in Employability**

Lorraine commenced her address with some thought provoking questions; what is a 'graduate' job? And is employability just about being able to gain a 'graduate' job; the



audience responded with a resounding NO! These questions acted as a pre-set to Lorraine's discussion on the big issue. Many agreed that employment and employability are not the same thing. Yet are often confused as both begin with the word 'employ'.

One of the concerns shared is how the Destination of Leavers from Higher Education (DLHE) statistics are often confusingly used as a measure of employability. The DLHE survey simply tells us what graduates are doing in six months' time after they leave university. Although useful the manner in which it is used is not necessarily accommodating in term of helping students enhance their employability.

The DLHE survey informs us whether a 'graduate' has a job or not. It does not tell us whether the graduate is satisfied or successful in that role or if they are still in the same post they applied for on graduation; more about this in section six. Lorraine demonstrated that this is not a brand new issue, sharing how discussions like this have been taking place since 2001 (Lees, 2001, Harvey, 2005, Yorke and Knight, 2007). Yet the general consensus at the event was that we haven't really moved much further forward regarding this issue in the past fourteen years.

<b><i>'Employment and Employability are not the same thing'</i></b>	
<b><i>'The DLHE does not measure employability. It simple tells us what 'graduates' are doing in six months' time'</i></b>	<b><i>'Can we actually say that employability development activities equals graduate employment always? 'The answer to that is no we cannot'</i></b>
<b><i>'Does that mean there is no value in what we do? No it does not'</i></b>	<b><i>'Self-evaluation is likely to be the most useful way to approach this task'</i></b>
<b>(Dacre Pool, 2014)</b>	

Lorraine suggested that although perhaps a controversial statement it is employers who convert graduate employability into employment. She went on to share Harvey's (2001) work which emphasises how we as employability developers have no influence over multiple factors such as students age, ethnicity, gender, social class, the Higher Education Institution (HEI) or the course a student chooses to study alongside their prior life experience, dwelling and or mobility factors. Further discussing how DLHE survey statistics and employability are still incorrectly being spoken about in the same sentence.

This aspect of Lorraine's address was summarised by emphasising that although graduate employability may be something that resists reliable and valid measurement (Yorke and Knight, 2006) it does not mean that attempts cannot be made to develop models and tools to enable and empower students to engage with their employability. Be this through reflection and self-evaluation; meaning self-evaluation is likely to be the most useful way to approach this task.

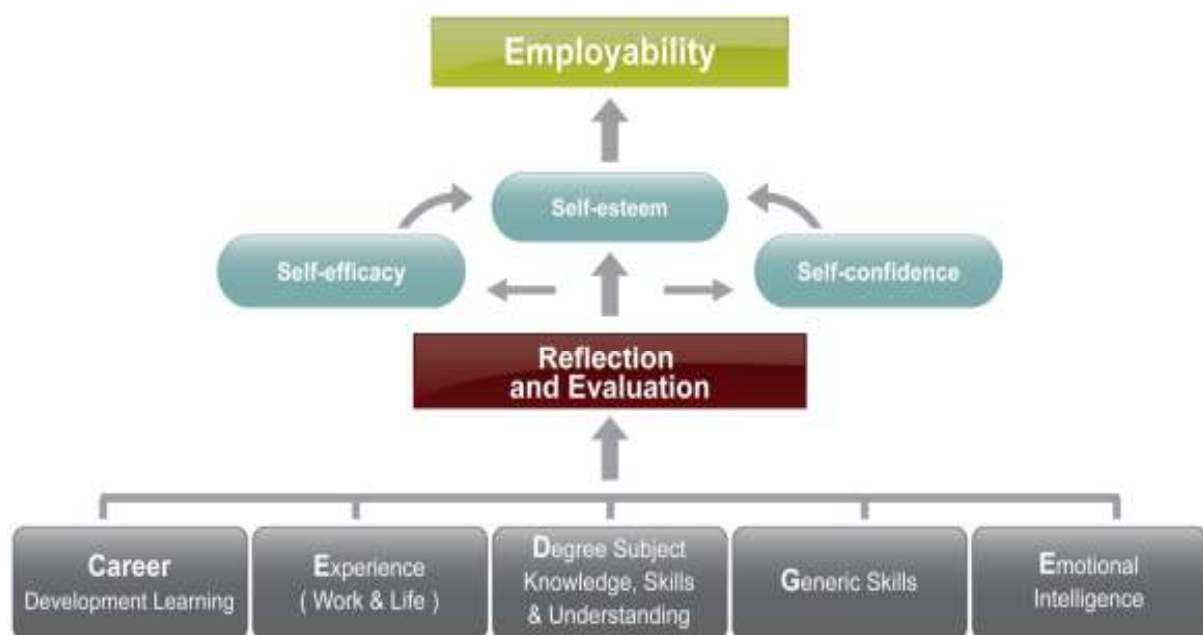
Lorraine provided examples of published measures of self-perceived employability. Additionally sharing some thoughts about the challenges that are faced when trying to produce robust methodology.

Lorraine also highlighted an important longitudinal research study called Futuretrack, being conducted by Kate Purcell and Peter Elias *et al* at the Warwick Institute for Employment Research. This study is following all who applied for a full-time HE place in 2005/6. The latest figures from this research were released in 2012 (stage 4). Bearing in mind that these graduates are graduating in one of the worst recessions in history 96% said they would do it all over again; a factor most would agree as something to be really celebrated.

Lorraine recapped on the employability definition that she and Peter Sewell formed (see page 10) alongside their model of graduate employability (Dacre-Pool and Sewell, 2007). The CareerEDGE model of Graduate Employability can be seen in figure 4; please note copyright belongs to UCLAN/Dacre Pool/Sewell.

Lorraine Dacre-Pool and Peter Sewell (2007) wanted to create a practical model of employability so that people could have a clear structure to developing employability within Higher Education. The CareerEDGE acronym is a means of being able to remember the five components at the base of the model. Those of **Career** Development Learning, **E**xperience, **D**egree Subject Knowledge, Skills and Understanding, **G**eneric Skills and **E**mootional Intelligence.

*Figure 4: © UCLAN: The CareerEDGE Model of Graduate Employability*



Dacre Pool & Sewell (2007)

Lorraine shared that while students are in Higher Education they should be given an opportunity to develop their **Career** Development Learning. E.g. knowing yourself more, the sort of person you are, what motivates you, your values etc. Finding out about the opportunities that are available alongside being provided help with gaining

employment. E.g. help with your CV, completing a job application form, mock interviews etc. Students also come with a wide range of work and life **E**xperience alongside that which they will be exposed to throughout their studies; particularly within the health and social care sector. At the centre of the model is the **D**egree subject, knowledge, skills and understanding. Recognising the student's degree as an essential feature of their employability development. **G**eneric skills, otherwise known as transferable skills e.g. effective communication, teamwork, IT skills, numeracy, literacy, the potential for leadership etc. As well as **E**motional intelligence; the fundamentals of which underpin our human and social communication and interaction.

The Career EDGE model suggests that as students are enabled to develop the five core features of the model they should also be encouraged to reflect on and evaluate all of their experiences. The outcome of which should be increased levels of self-efficacy, self-esteem and self-confidence and overall enhanced employability.

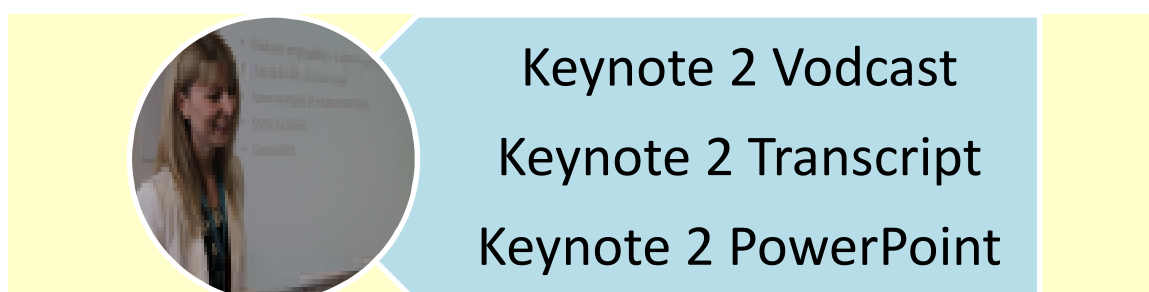
Lorraine Dacre-Pool and Peter Sewell also wanted to create a practical tool, alongside their definition of employability and CareerEDGE model. As a result they designed the Employability Development Profile (EDP). It uses the CareerEDGE model to structure employability conversations with students. Using a brief questionnaire the EDP supports students to identify their strengths and areas for improvement alongside embracing supporting evidence to help them create personalised action plans. Lorraine went on to share copies of the EDP with audience members and engage all in discussions about how they may be able to use the EDP within their employability practice for the benefit of students' experience. Lorraine has co-authored several published studies one of which has explored the EDP and

its impact on Career Development Learning. For those wanted to find out more about Lorraine and others work see section eight.

Lorraine firmly believes that Emotional Intelligence (EI) is an important aspects of employability. Further emphasizing her view that EI can be both taught and measured, as evidenced through the research she has carried out (see section eight). Lorraine has developed EI interventions. Particularly encouraging students to learn more about EI as an area of academic research while developing their own EI ability and confidence. Her research showed a statistically significant increase in student's ability to understand and manage emotions alongside increases in their own self-efficacy; their confidence in their EI abilities.

Lorraine concluded her keynote address re-emphasising employability as a slippery concept. Yet was keen to indicate that it is possible to measure some aspects of employability development. Furthermore Lorraine reminded us all that we have a collective responsibility to continue to add to this body of evidence. By doing so we are communally helping to move away from over reliance on DLHE figures as an incorrectly interpreted means of measuring employability.

*For access to the resource outlined in figure 5 below please go to:*  
[www.bcu.ac.uk/measure-success](http://www.bcu.ac.uk/measure-success)

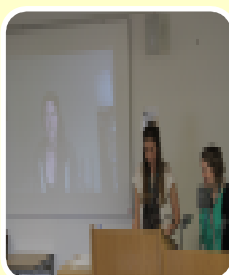


**Table 14: CareerEDGE model of Graduate Employability and the Employability Development Profile**

For anyone interested in further information about the CareerEDGE model for employability or the Employability Development Profile please contact Lorraine

Dacre-Pool at [LDacre-pool@uclan.ac.uk](mailto:LDacre-pool@uclan.ac.uk)

With a narrative of the welcome and keynote addresses offered we will now turn our attention to the three interactive workshops hosted on the day.

**Section 4: Workshops****4.1 Workshop Theme 1: Students as Partners**

**Workshop theme 1: The journey of transition; from student to newly qualified nurse.**

**Harriet Shaw Roberts, Children's Nurse,  
Birmingham Children's Hospital & BCU alumni.**

**Ruth Cartwright, Adult Nurse, Birmingham  
Community Healthcare NHS Trust & BCU alumni.**

Harriet and Ruth are student partners in a collaborative student-academic-career project team within the Faculty of Health, Birmingham City University. The project, funded by Education Commissioning for Quality (ECQ), aims to create a seamless transition where students are supported in their move from university, into employment and the next chapter of their career (Abbott, Yardley and Whitehouse, 2012-2015).

The project intends to assist students in coping with the reality of the challenges, role and responsibilities they are likely to encounter in the working world; fostering their own ability to survive their new employment phase. The project has three core

objectives with the first being to compose open education resources (OER's) that capture student's transitional phase; see table thirteen

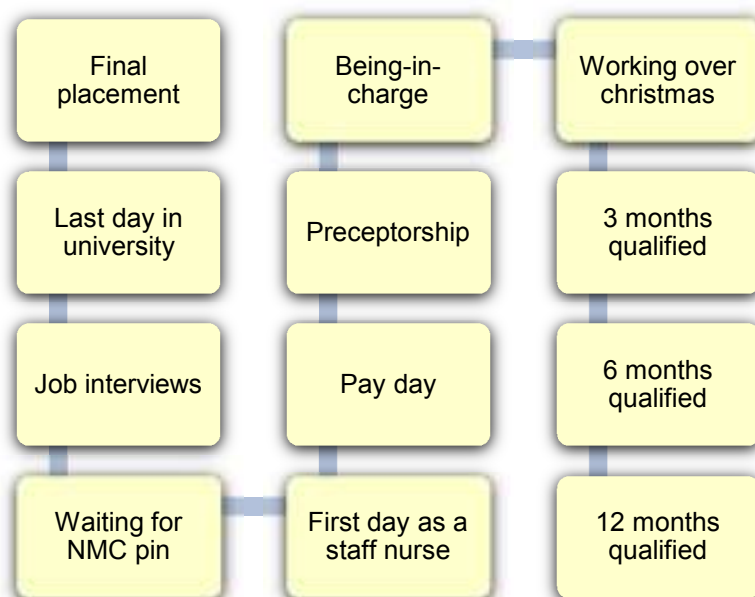
**Table 13: Objective 1**

***To compose in collaboration with health and social care media student partners, open education resources (OER's) that capture the student's transitional phase.***

Harriet and Ruth are two of several nursing students (including adult, child, learning disabilities, mental health and military field nursing students) recruited as 'transitional video bloggers' whose role is to video blog during the final three months of their nursing programme and for up to twelve months post qualifying. As student-partners Harriet and Ruth have been provided with web-cams and technical and project staff support to enable them to capture video blog diaries of their 'lived experiences' throughout their transition from student to qualified practitioner. Student-academic-career partners co-created a collaborative agreement which outlines professional commitments, shared expectations and a timeline of likely blogs; see table fourteen.

Student video blogs are kept within a private site that is restricted to student-staff members only. Media student partners are the team's post production editors recruited through an in house scheme called OpportUNlty jobs. Their role is to help co-create footage as short films showcasing a range of student experiences throughout their transitional journey. The outcome will be the creation of OER's which aim to assist future students in understanding and preparing for what the transitional phase may be like for them. The project team is on track to have a range of short films and/or OER's ready for dissemination by January 2015.

Table 14: Example transitional video blog diaries



Harriet and Ruth's workshop focused on their 'lived experience' of being part of the student-academic-career project team. Their workshop presented their individual reflections on being part of the project team and the reasons they wanted to become 'transitional bloggers'. They articulated some of the challenges they have faced alongside what they feel they have gained from being part of the initiative; examples have been captured in table fifteen.

*Table 15: sample challenges and benefits of the transitional video bloggers experience*

Challenges	Benefits
Initial web-cam quality	Opportunity to meet new people
Sound and lighting	Share & support each other
Getting used to talking to a camera	Influencing future students experiences
Time constraints – e.g. working full-time and finding time to blog	Adding value to CV's, personal statements & job applications



Getting everyone together at the same place & time; e.g. staff-alumni alongside existing working commitments & shift patterns	Virtual record of own journey – excellent opportunity to 'look back' as well as recognize how far you have come.
Loading video files onto private site – in particular the length of time it takes	Maintaining links with university and the future continual professional development opportunities this may afford.

It was interesting to hear Harriet and Ruth's perceptions of the transition from university being quite a worrying time alongside the mixture of feelings and emotions they experienced. Harriet talked about how students can feel 'pushed-out' on completion of their university course alongside feelings of being 'cut-off' from the place and people who have been an integral part of their 'life' for the past three years. For Harriet being part of the project has meant she has maintained links and a relationship with the university. And as a result feels confident that she is more likely to return to continue her personal and professional development.

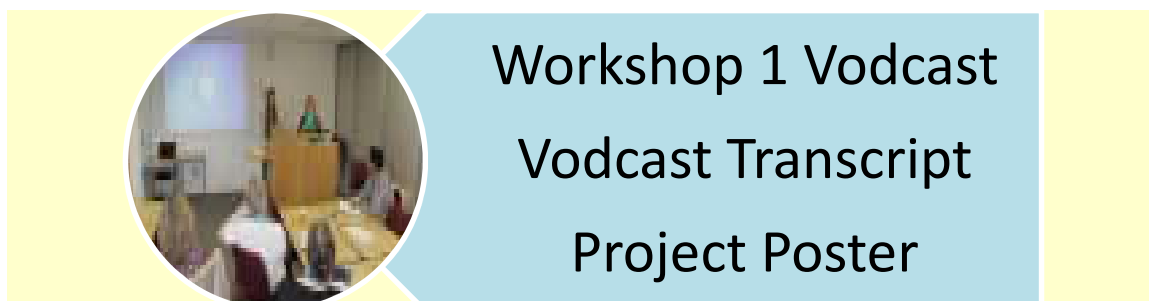
Ruth spoke about her experience of growing up in the digital age and how things like the internet and e-tablets are 'part of the norm' for her generation. It was fascinating to hear her view point as to how things like photograph albums are becoming 'a thing of the past'. One of Ruth's reasons for becoming part of the project team was to have a 'virtual' record of her personal journey. Ruth feels she has benefited from 'looking back' and seeing how far she has come in a short space of time; as well as the ability to recognise her achievements and feel proud to be a fully-fledged registered nurse. Something that became very real for her at her recent graduation.

***‘I wanted a digital and virtual record of my personal journey; things like photograph albums are becoming a thing of the past...I wanted a way of being able to look back at where I have come from and to see what I have achieved’***

**(Cartwright, 2014)**

*For access to the resource outlined in figure 6 below please go to:*

[www.bcu.ac.uk/measure-success](http://www.bcu.ac.uk/measure-success)



Please note that the video footage is a partial recording of Ruth and Harriet's workshop. Although Harriet and Ruth took the time to introduce themselves and the project at the beginning of their workshop this was not captured on film.

As the workshop focused on individual reflections a Power Point was not used, nor were discussions with audience members recorded. At the point where Harriet and Ruth went onto show delegates 'clips' from their video blog diaries filming was stopped.

The nature of the site is private and the blogs are currently in un-edited format. Therefore workshop footage ceased at this point; emulating the arrangements made with students within the jointly signed and co-created collaborative agreement.

### **Table 16: Enhancing Student Employability Initiative.**

For further information about the Enhancing Student Employability initiative at Birmingham City University, Faculty of Health, contact:

- Lisa Abbott [Lisa.Abbott@bcu.ac.uk](mailto:Lisa.Abbott@bcu.ac.uk) or
- Katie Whitehouse [Katie.Whitehouse@bcu.ac.uk](mailto:Katie.Whitehouse@bcu.ac.uk)

## **4.2 Workshop Theme 2: Academic and Career Staff Partnerships**



### **Workshop Theme 2: Academic and Career Partnerships; benefits, challenges and aspirations.**

**Katie Whitehouse, Careers Consultant, Birmingham City University, Faculty of Health.**

**Lindsay Yardley, Senior Academic, BCU, Faculty of Health & HEA Academic Associate.**

Katie and Lindsay began their workshop by inviting audience participation. They wanted to gauge a 'snapshot' of what careers staff thought academic staff do, and in reverse, what academic staff thought careers staff do. Recognising there was only a short space of time afforded to this activity table seventeen shares is a list of attendee's initial thoughts.

It is interesting to find that aspects of career and/or academic staff roles one might have expected to see didn't feature in delegate's primary thoughts. For example partnership working, networking, creativity, being innovative or suggesting new ways of working were not advocated within either role. Equally there are similarities shared within these roles yet these were not articulated. For example both academic

and careers staff have to keep up to date with current practice, changes in organisational work, research developments as well as engage with employers.

The purpose of posing these question was to really encourage both academic and careers staff to think about the similarities and differences each role affords yet ultimately what could be achieved if academic and careers staff work together.

Table 17: What do academic and career staff do?

Careers Staff	Academic staff
<ul style="list-style-type: none"><li>• Mock interviews/Interview Skills</li></ul>	<ul style="list-style-type: none"><li>• Teach</li></ul>
<ul style="list-style-type: none"><li>• CV's</li></ul>	<ul style="list-style-type: none"><li>• Keep up-to-date with current practice</li></ul>
<ul style="list-style-type: none"><li>• Job applications</li></ul>	<ul style="list-style-type: none"><li>• Keep up-to-date with changes in practice</li></ul>
<ul style="list-style-type: none"><li>• Careers Fayre's</li></ul>	<ul style="list-style-type: none"><li>• Research</li></ul>
<ul style="list-style-type: none"><li>• Local Job Market</li></ul>	<ul style="list-style-type: none"><li>• Practice learning/placement</li></ul>
<ul style="list-style-type: none"><li>• Careers Advice</li></ul>	<ul style="list-style-type: none"><li>• Assessment</li></ul>
<ul style="list-style-type: none"><li>• Signposting</li></ul>	<ul style="list-style-type: none"><li>• Personal tutor</li></ul>
<ul style="list-style-type: none"><li>• Profiling</li></ul>	<ul style="list-style-type: none"><li>• Feedback</li></ul>
<ul style="list-style-type: none"><li>• Advertising/marketing jobs</li></ul>	
<ul style="list-style-type: none"><li>• Employer Engagement</li></ul>	

Being mindful that everyone has their own story of partnership Katie and Lindsay went on to share their 'lived experience' of working collaboratively for the benefit of the student experience. Katie and Lindsay spoke candidly about their journey of collaboration and partnership. Discussing how their voyage began, the challenges they have faced as well as the benefits their mutual approach has afforded.

They were particularly keen to emphasise their 'trial and respond' method and the willingness to take positive risks. Both acknowledged key factors in making the partnership work included common and shared objectives, trust and respect for each other as well as a 'can-do' mind-set. Katie and Lindsay gave examples as to how

the partnership approach they adopted has led to a number of joint initiatives (see table eighteen).

For example their collaborative efforts have led to the creation of a ‘*Ten Step Framework to Enhancing Student Employability*’ (Yardley, Whitehouse and Abbott 2014c) see section eight. As well as the creation of a Higher Education Academy national toolkit called ‘*Enhancing Holistic Aspects of Employability in Health and Social Care – Case Story Approach to Toolkit Resources*’ (Yardley, Abbott and Whitehouse, 2014b).

<b>Table 18: The ripple effect of academic and career partnership working</b>		
<b>Strengthening of career and academic approaches</b>	<b>Joint projects and initiatives</b>	<b>Employability working group</b>
<b>Transitional Bloggers</b>	<b>Nearly qualified workshops</b>	<b>Ten step Framework to Enhancing Student Employability</b>
<b>HEA National toolkit: Enhancing Holistic Aspects of Employability in Health and Social Care – Case Story Approach to Toolkit Resources: Available at:</b> <a href="http://www.heacademy.ac.uk/EHAE">www.heacademy.ac.uk/EHAE</a>		

Katie and Lindsay emphasised that the workshop was a ‘whistle-stop’ overview of exemplar academic-career staff possibilities. If people wanted to find out more about academic-career partnership approaches they could go to the HEA toolkit and read section 2.1 ‘*Working in partnership – academic and career staff*’ (Yardley, Whitehouse and Abbott 2014b) for further inspiration. Katie and Lindsay rounded-up their workshop with a few top tips for academic and career partnership working; see table nineteen.

Table 19: Top Tips for academic and career partnership working		
Get to know your careers advisor/consultant and/or academic staff.	Be willing to listen, embrace, suggest and share ideas.	Take time to build trusting open relationships.
Value and respect each other's contribution.	Celebrate differences and similarities.	Recognize your common goals and shared commitment.
Take positive risks.	Explore perceptions real or otherwise.	Be open to suggestions and the potential for change.
Challenge each other's practice to get the best from one another.	Foster teamwork; invite your careers advisor to be part of the module team.	Always value, recognize and celebrate individual and shared achievements.
<b><i>'Just think about what you can achieve if you do it together'</i></b>		

For access to the resource outlined in figure 7 below please go to:

[www.bcu.ac.uk/measure-success](http://www.bcu.ac.uk/measure-success)



Workshop 2 Vodcast

Vodcast Transcript

Workshop PowerPoint

**Table 20: Academic and Career Partnerships and the Ten Step Framework to Enhancing Student Employability.**

For further information on Academic and Career Partnership working and/or the 'Ten Step Framework to Enhancing Student Employability' contact:

- Lindsay Yardley [lindsay@lindsay-yardley.co.uk](mailto:lindsay@lindsay-yardley.co.uk)
- Katie Whitehouse [Katie.Whitehouse@bcu.ac.uk](mailto:Katie.Whitehouse@bcu.ac.uk)
- Lisa Abbott [Lisa.Abbott@bcu.ac.uk](mailto:Lisa.Abbott@bcu.ac.uk)

### 4.3 Workshop Theme 3: Higher Education Institutes (HEI's) and Health and Social Care (HSC) Provider Partnerships



**Workshop Theme 3: Smoothing the transition to enhance graduate employability.**

**Bridget Malkin, Senior Lecturer, Birmingham City University, Faculty of Health.**

**Kay Wilson, Practice Placement Sister, Heart of England NHS Foundation Trust (HEFT), Good Hope Hospital.**

Bridget and Kay commenced their workshop by discussing how the Practice Support Team role at BCU and Practice Placement Support team at HEFT is an exemplar of collaboration between Higher Education Institutions (HEI's) and Health and Social Care (HSC) Providers. They were keen to present shared responsibility for student learning and reflect the ethos expressed by the Willis Commission (2012).

Their workshop focused on a joint Education Commissioning for Quality (ECQ) funded project called '*Transitions, Learning and Confidence (TLC) Collaborative Pilot Project*'. The project identified a creative approach to utilising existing education structures, content and processes to enhance the quality of, and address some of the problematic issues surrounding, the transition of students into graduate nurses.

Bridget and Kay discussed how their experiences of working across practice and within education has demonstrated that reality shock, as defined by Kramer (1974) remains prevalent for students of today (see table twenty-one). Particularly during students' final management placement prior to registration where students can feel totally overwhelmed and unprepared for practice. This can lead to professional role conflict and impact on the individual's ability to perform effectively; all leading to a lack of confidence.

**Table 21: Reality Shock**

***‘Shock as used in the construct of reality shock, means the total physical, social and emotional response of a person to the unexpected, unwanted, undesired and in the most severed degree to the intolerable’.***

**(Kramer, 1974)**

Bridget and Kay discussed the introduction of Preceptorship programmes as a means of addressing some of the issues highlighted within the literature. Alongside the function of Preceptorship as a capacity improvement initiative for enhancing recruitment and retention. Localised statistics were shared as a rationale for the TLC collaborative pilot project alongside exploring confidence (see table twenty-two) and why self-confidence is so important at this key stage of the student’s journey.

**Table 22: Confidence**

***‘Confidence is developed through repetition, in which skills are rehearsed, experience tested and evaluated’.***

**(Meretoja, 2002)**

Bridget and Kay adopted a case study approach to explore if targeted support interventions during students final transition placement would enhance the self-rated confidence of third year pre-registration nursing students. Their project was designed using mixed methodology as data collection would be both qualitative and quantitative. Their pilot study focused on a recognised small sample size, twenty students, roughly one tenth of the intake on their final placement at HEFT and was based at one of HEFT key sites, Good Hope Hospital. Four ten minute meetings



were designed as key intervention and measures included those outlined in table twenty-three.

<b>Table 23: Key interventions and measures</b>			
<b>Adapting the Barr's impact tool.</b>	<b>A review of student's activity and practice reflection.</b>	<b>The design of a student's 'step-up' toolkit.</b>	<b>Self-evaluation against the Boychuk Duchscher (2007) transitions stages model.</b>

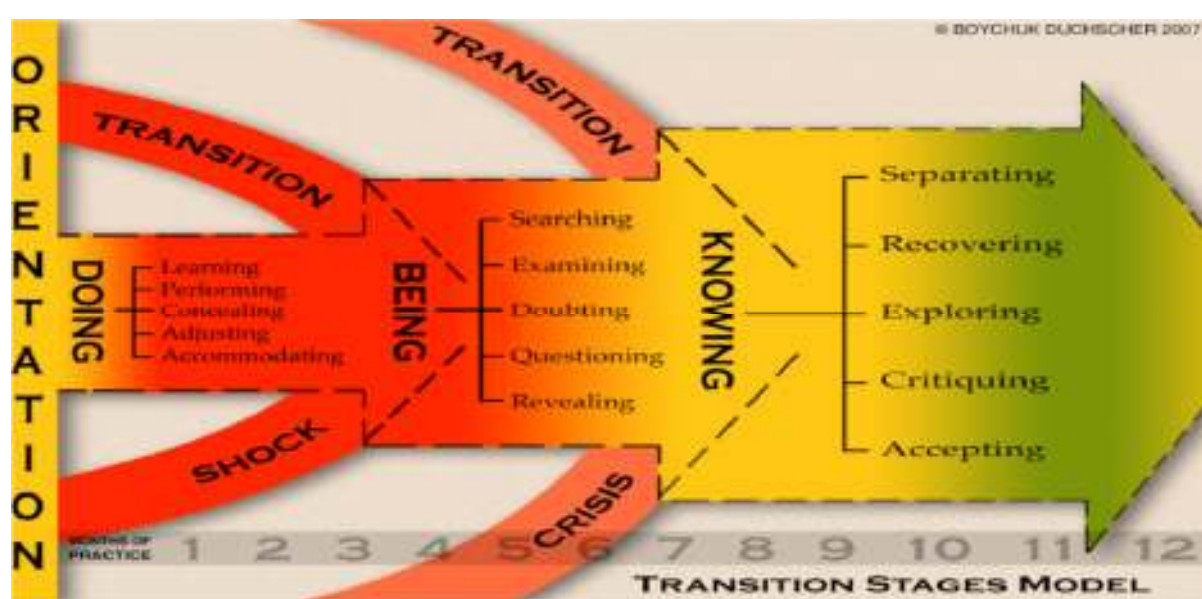
Bridget and Kay shared how each of the interventions and measures had been used by students during their final placement. The findings of their pilot showed a statistically significant increase in student's confidence. Several themes emerged from the study including increased role awareness, professional socialisation, enhanced self-awareness, leadership skills, autonomous practice and independent working.

A key finding for Bridget and Kay was in relation to students self-rating regarding organisational impact. At the start of the pilot students had rated their self-confidence the least in this area. Yet by the end of the interventions students had showed significant average factor increases within this emergent theme.

Part of the workshop focused on introducing the Boychuk Duchscher (2007) Transitions Stages Model (see figure eight) and in particular how, after the pilot targeted inventions had been implemented, students self-rating score averaged around 4.5 on the model 'months in practice' scale. Crucially this is past the critical shock point of the Boychuk Duchscher (2007) model and the time where new clinical professional graduates may want to leave their job and/or quit the profession; please note copyright of the image in figure nine belongs to Boychuk Duchscher (2007).

Bridget and Kay went onto discuss how the collaborative project had demonstrated increased levels of student self-confidence and reduced the impact of reality shock as students felt better prepared for their role as a registrant. Summarising that the initiative has helped students to take a step-towards preceptorship. Yet alongside that which is discussed in the literature, the preceptorship phase and enhancing student's self-confidence needs to start prior to registration.

Figure 8: The Boychuk Duchscher (2007) Transitions Stages Model



Bridget and Kay highlighted the benefits and limitations of the study (see table twenty-four) alongside presenting pilot student quotes; sharing their intention to revisit students six months post qualification to see how they are progressing.

Table 24: Benefits and limitations of the study

Limitations	Benefits
Staffing levels	Preparing future workforce
Small study	Recruitment and Retention
Variables	Enhanced Quality of mentorship

Mentor Limitations	Early identification of weaker students
Clinical shift patterns	Empowered students and mentors
Control group data	Effective use of staff time Educational/clinical
Re-visit students in six months' time to re-evaluate transition score.	Collaborative working enhanced

For access to the resource outlined in figure 9 below please go to:  
[www.bcu.ac.uk/measure-success](http://www.bcu.ac.uk/measure-success)



**Table 25: For further information on the Joint BCU/HEFT *Transitions, Learning and Confidence (TLC) Collaborative Pilot Project*' contact:**

- Bridget Malkin [Bridget.Malkin@bcu.ac.uk](mailto:Bridget.Malkin@bcu.ac.uk)
- Kay Wilson [kay.wilson@heartofengland.nhs.uk](mailto:kay.wilson@heartofengland.nhs.uk)

On the day of the seminar itself and throughout this ERP we have been keen to emphasise our belief that students should be at the heart of everything that we do. In keeping with this ethos we have chosen to dedicate section five to working with students as partners. This reflects our philosophy of students being central to enhancing their learning and developing holistic aspects of their employability.

## Section 5: Students as Partners

There is a strong desire at Birmingham City University, in partnership with the Student Union, for students to be as successful as possible in their academic study, careers and their life (BCUSU, 2012a). *Partners for Success* is an approach to enhancing the University's community as students are encouraged to have a key role in a diversity of initiatives; including Student-Academic-Partners, Student-Academic Mentoring and/or OpportUNIty on-campus Jobs Scheme (*ibid*).

*Partners for Success* is about strong student-staff relationships, working collaboratively and developing meaningful partnerships; creating a dynamic and supportive environment where everyone can succeed (BCUSU, 2012b).

Developing students' holistic aspects of employability is deeply rooted in *Partners for Success* as is the desire to prepare students to maximise their prospects on employment. BCU views working with students as genuine partners as a vital process; so that our students reach their full potential and get a reliable head start as they journey into the next phase of their careers (BCUSU, 2012b).

BCU recognises that working with students is a process rather than a product (HEA, 2013). It is about how, why and what we do with students and the way in which we achieve that through an underpinning approach and philosophy (HEA, 2013, Yardley, Whitehouse, Abbott, 2014b).

Student engagement is featured in both the Student Union's Strategic Plan (2012-2015) and the Universities Corporate Plan (2011-2016); demonstrating strong commitment to enhancing both the student experience and student lives.

Key aspects of student engagement are empowering students to feel at the heart of a vibrant learning community, where their voices are heard and so that they can bring about meaningful change and achieve their goals (BCUSU, 2012c).

Harriet Shaw-Roberts and Ruth Cartwright's Workshop (theme 1 workshop; students-as-partners) is a genuine example of this. Harriet and Ruth are part of a collaborative student-academic-career project and are video blogging about their journey from university and throughout their first twelve months as a registered practitioner. Not only making their own voices heard and achieving their own goals but empowering future students to bring about meaningful change as they go through their transition too (see section 4.1).

It is becoming increasingly recognised that the benefits of involving students in all aspects of university life has a positive impact individually, academically and as members of a community (BCUSU, 2012c).

The event organisers believe that involving students and alumni in all aspects of the seminar was integral to making the event a success. Several delegates favourably commented about the positive involvement of our student-alumni partners. From how pleasant it was to be greeted by students/alumni on arrival through to the conversations and presentations that occurred throughout the day; particularly how much richer these were made by students-alumni active participation.

The event afforded our media-student partners a real, relevant and very personal experience and a means of enhancing their employability. Here's what Mantas Jankus, a third year BCU media student had to say about his integral role in seminar activities.

***'I was filming the BCU/HEA seminar at Birmingham City University, Faculty of Health and it was a very valuable experience.***

***As a TV graduate I want to start my own business and work freelance which will potentially involve filming corporate events like this seminar.***

***This opportunity helped me to explore this area of my practice and gain skills in how these events are covered and later edited together.***

***I found the guest speakers and some of the things said in the seminar very useful. I was particularly fascinated by the idea of employability and that being employed doesn't mean finding one job for life. It means being able to evaluate yourself and your career opportunities and if necessary change your career path....***

***Especially for me working in the creative industry, it is extremely important to gain transferable skills and understanding so that it can be used in different areas of media'.***

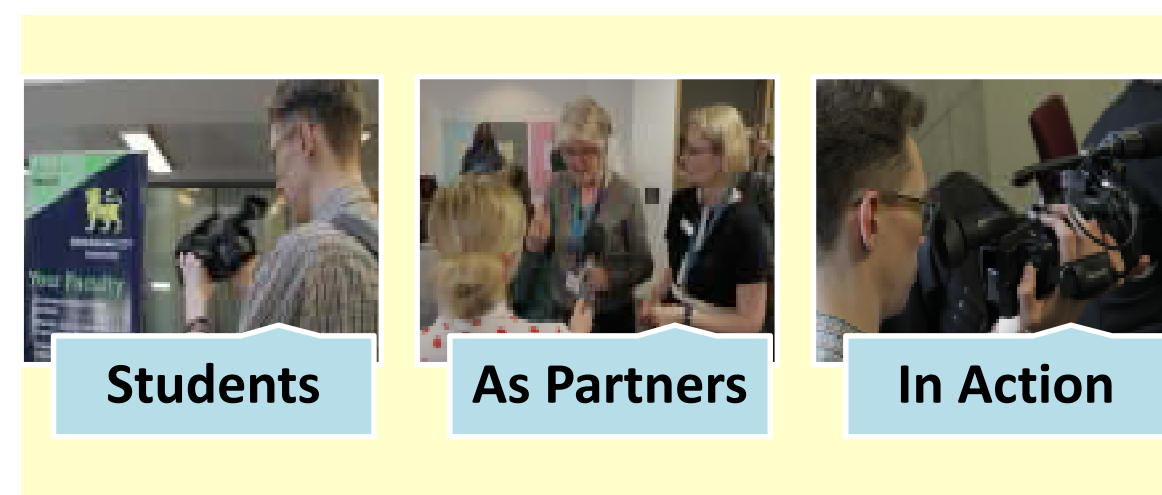
**Mantas Jankus, final year BCU media student.**

It is clear that our student-alumni involvement nurtured a deeper sense of belonging above and beyond their chosen course of study. For Mantas the event turned out to be much more than filming the event. It broadened his personal perspective as to what employability means to him as an individual and for his career; making a richer more transformative university experience (BCUSU, 2012d).

Furthermore through [\*Partners for Success\*](#) opportunities arise that students from different faculties and courses might not otherwise get exposure to. For example on the day of the seminar you may recall being approached to say a few words during lunch about what employability meant to you. Behind the 'microphone' was one of our health student partners, Maxine Bourne, and behind the 'camera' were Mantas Jankus and Algirdas Sakickas, our media student partners. This meant students from the Faculty of Health were working in collaboration with the students from the School of Media. Enabling them to forge links with fellow students from across the

university as well as delegates from around the country all from different backgrounds and roles; a significantly valuable learning opportunity.

Figure10: Images of health and media students working in partnership with attendees and guest speakers



The opportunities created for genuine student-partnership on the day of the event went beyond ‘the seminar’ and instead gave rise to students longer term development and future career opportunities. For example Mantas and Algirdas have produced a film showcasing seminar activities. To watch the short showcase film please click on the hyperlink: [HEA/BCU Seminar Vignette](#)

This has enabled and empowered our media students to add ‘real’ evidence to their own personal portfolio of achievements. Furthermore the short film captures the essence of the event, delegates’ perspectives and demonstrates how collaboration and partnership can benefit everyone’s learning and continuous development.

#### **Table 26: Partners For Success**

For further information about Birmingham City University, in partnership with the Student Union, Partners for Success Initiative please go to the link below or

contact Professor Stuart Brand, Director of Learning Experience at Birmingham City University: <http://www.bcsu.com/learning/partnersforsuccess/>

Additionally we know that our student and alumni partners were extremely articulate in affording their perspectives during the afternoon's world café consultation activities as were they in suggesting meaningful ideas for bringing about change. Aspects of which we will now turn our attention to as we move to ERP part two and sections six-eight. A full reference list for ERP Part 1, sections one-five can be found in the second part of this Event Resource Pack.