



**UCC**  
University College Cork, Ireland  
Coláiste na hOllscoile Corcaigh

## Fheabhsú Cáilíochta Quality Enhancement

### *QUALITY ENHANCEMENT UNIT*



## **THEMATIC REVIEW OF WORK PLACEMENTS IN UCC PEER REVIEW PANEL REPORT**

***OCTOBER 2020***

*"By embedding a strong quality-enhancement ethos, we will use our quality processes to ensure a culture and experience of best practice in the delivery of our academic mission, demonstrating our commitment to continuous evolution and improvement"*

(UCC's Strategic Plan 2017 – 2022, p.23)

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## Context and Scope of Thematic Review

Thematic review is an enhancement-led evaluation of existing University-wide processes, practices or policies to assess their current stage of effectiveness and identify international good practices that can inform future developments.

Specific features of Thematic Review include:

- Applying an institutional lens, holistic approach: policy to practice
- Scope is horizontal: multiple stakeholders in an activity
- External expert panel
- Strategically aligned and sponsored

### Context

The Thematic Review of Work Placements (hereafter referred to as placements) was commissioned by the Deputy President & Registrar and the Director of the Student Experience to provide a University-level view of current good practice in the overall structure and co-ordination of placements, and to identify opportunities to enhance these practices into the future. It is intended that the findings of the Review will also help to shape the implementation of the InPlace placement management software system which is currently being rolled out across the institution.

The Review was established in early 2020 and was due to run from 28th April 2020 but has been re-cast in terms of format and timescales as a result of Covid-19 to a remote review and virtual site visit from June - October 2020.

### Scope

The Thematic Review of Placements will be undertaken to:

- Evaluate the current organisational infrastructure underpinning placements in terms of policy, governance, academic and professional staff responsibilities;
- Assess the suitability of the current organisational infrastructure in relation to the range and scale of placement provision on offer and future scale-up in response to the University's Academic Strategy for a Connected Curriculum;
- Evaluate the current procedure and processes for securing and managing placements;
- Identify international good practices which can maximise the quality of the student learning experience on placement taking account of the diverse learning needs and contexts of the University's student population;
- Evaluate the interface with employers in securing and managing placements;

The Thematic Review of Placements incorporate placements organised locally or via the Careers Service in the College of Arts, Celtic Studies and Social Sciences, College of Business and Law and the College of Science, Engineering and Food Science. Given the clinical nature of placements in the College of Medicine and Health, they have not been included for the purposes of this Thematic Review.

## Thematic Review of Placement in UCC – Panel Report

### Background

UCC has a strong commitment to the development of students' employability skills and to the formation of graduates who are work-ready and world-ready. The Academic Strategy for the Connected Curriculum includes a strong commitment to the development of distinctive Graduate Attributes to further develop the unique qualities of UCC graduates.

Currently a range of placement opportunities are available to students enrolled on programmes at the University, with approximately 4,000 students on placement. A number of key actors across the University including: Careers Office Staff; Work Placement Officers; Academic staff and other liaison staff are involved in the identification, establishment, monitoring and assessment of placements. Placement settings range from small and medium enterprises, to global companies, community contexts, government agencies along with clinical settings in hospitals and other care and health institutions.

Maintaining a high-quality experience for students and placement providers, and all University staff engaged in supporting and managing placements is an important priority for the University. This thematic review commissioned by the Deputy President & Registrar and the Director of the Student Experience will provide a University-level view of current good practice in the overall structure and coordination of placements, and identify opportunities to enhance these practices into the future.

### Review Methodology

A review team of senior international experts was appointed as detailed in **Appendix 1**. Following the appointment of the Review Panel, briefing meetings with the Registrar & Deputy President, Director of the Student Experience and representatives from the Quality Enhancement Unit were organised. These meetings provided an opportunity to outline the strategic context and rationale for the Thematic Review from the perspective of the sponsors as well as the overall approach to thematic reviews at UCC. The methodology for thematic review followed the accepted model for quality review as defined by the European Standards Guidelines (2015), as follows:

- Documentary submission
- External review by nominated peers
- Virtual Site visit
- Report publication and action planning

## Documentary Submission

The documentary submission was organised by the Quality Enhancement Unit and reflected the horizontal scope of the review from strategy to policy to practice and implementation. As the focus of the review was thematic, there was not a single self-evaluation document, rather there was a compendium of documentation which aimed to provide the Review Panel with background to UCC's strategic and operational context for work placement. A briefing document outlining the scope of the review was provided to the Review Panel.

In order to provide the Review Panel with some self-evaluation material, a series of short evaluative accounts (300 words) addressing current strengths and areas for development were invited from across the University. The target audience was all those engaged in placement supporting both the academic and administrative aspects of work placement. The circulation inviting submissions was based on a list of programmes with work placement supported by the Careers Office, and direct communication with College Offices to reach those work placements which were organised locally at programme level.

The final documentary submission included:

1. Institutional strategy documents: University Strategy and Academic Strategy
2. Current policy documents for the operation of work placement
3. Details of current work placement modules including credit, duration and assessment methodology
4. A reflective account on the operation of the work placement policy
5. Evaluative accounts of 300 words (invited) on operation of work placement from internal staff of the University
6. Report of a survey of University staff on the impact of Covid 19 on Work Placement arrangements
7. Report of a survey of employers

All documents were indexed and provided to the Review Team through SharePoint. A full list of documentation can be found in **Appendix 3**.

## Virtual site visit

As a result of ongoing public health guidelines nationally and internationally the site visit was conducted as a virtual visit using MS Teams. This was the first time UCC quality review methodology had been deployed in this way. The timetable of meetings for the review site visit was developed and managed by the Quality Enhancement Unit. Consequently, the Review site visit ran from 5<sup>th</sup> October – 21<sup>st</sup> October with meetings sequenced in daily short blocks to allow full engagement with a wide range of internal and external stakeholders and to manage the diminishing returns of extended video-conferencing which could compromise the integrity of the review. A copy of the review timetable can be found in **Appendix 2**.

## Conduct of the Site Visit

Appropriate documentation was made available several weeks before the virtual review, and additional documentation was quickly made available when requested by the panel. The panel was well supported by the QEU, with regular, helpful communication leading into and during the review. The MS Teams portal was extensively used.

The UCC staff who were part of the review meetings were free to engage with the panel. These staff were forthcoming with information, sharing freely their views.

The panel met for 30 minutes every day prior to the review meetings with UCC staff to discuss and strategize questions to be explored, focal areas, and the approach(es) for each of the meetings. The discussions within the panel were informed by our experiences of institutional-wide practice of work-integrated learning (WIL) and work placements at our own past and present institutions, practices at other universities, the WIL literature, and employer perspectives.

Our review was mindful that employability is one of the keys areas of the Connected Curriculum Framework, Priority One, within the UCC Academic Strategy (2018).

## Overall Analysis

The panel makes six commendations and 14 recommendations. The first seven recommendations are to be prioritised however, the latter recommendations are likely to integrate with the implementation of the first seven recommendations. The commendations and recommendations are listed below and subsequently expanded in the following sections.

We introduce the term '*work-integrated learning*' (WIL) to this document. WIL is an umbrella term describing student learning involving an external partner (e.g., an employer, a community) where the tasks involve the practice of work that is meaningful, authentic, and an intentional component of the curriculum. WIL includes (and often is dominated by) work placements, however, WIL also includes campus-based student consultancy projects, commissioned works, competitions (where student groups compete to find a solution to a workplace problem), community projects, entrepreneurship, start-ups and enterprise, service learning, etc.

## Overview

Commendations:

1. UCC staff involved with work placements show a clear passion and belief in the importance of work placements for student learning and UCC.
2. There is extensive practice of work placements across UCC.
3. Work placement managers are seen by UCC staff as high achieving and are well-respected.
4. There are indications that other forms of work-integrated learning (WIL) practices take place at UCC.
5. Employer feedback on the UCC work placement program was very positive.
6. The QEU team has a clear dedication to ensure reviews are of a high quality.

## Recommendations:

1. Re-organise the location and reporting lines of work placement staff to within the College Offices.
2. Create a central WIL unit to oversee institutional-wide aspects of the practice of WIL.
3. Broaden the focus and messaging from work placements to work-integrated learning (WIL).
4. Expand the diverse practices of WIL across the institution.
5. Review the Work Placement Policy to include WIL and to allow greater flexibility on how the Colleges fulfil adherence to the policy.
6. Create a WIL Working Group.
7. Continue the rollout of the InPlace system across all Colleges.
8. Adopt the use of a Customer Relations Management (CRM) system.
9. Expand the marketing of work placements/WIL.
10. Separate curricular and co-curricular work placements from extra-curricular work placements.
11. Review and create consistency of student workload when engaging with work placement/WIL offerings.
12. Consider more shorter work placement options (3 months) as an alternative to longer work placements (6-12 months)
13. Review and begin shifting away from unpaid work placements.
14. Encourage UCC WIL staff to engage with WIL professional associations (e.g., ASET, WACE, Global WIL), WIL literature, and conduct WIL research.

## Commendations

### 1. UCC staff engagement with work placements

UCC staff interviewed as part of the review were unanimously passionate about and dedicated to the practice of work placements, and clearly understood the value of work placements for student learning. UCC has strong staff buy-in to the practice of work placements and work-integrated learning (WIL) in general, which provides a strong platform to expand the practice of work placements/WIL at UCC.

The value of this commendation should not be undervalued, in that it is common for long established higher education institutions with traditional academic structures to shy away from work placements and WIL, and view these as not belonging in university academia. This view, we believe, is outdated and risks universities becoming irrelevant in the near future. In that sense, UCC has already achieved an important shift in institutional mindset for successful practice of work placements and WIL.

### 2. Extensive practice of work placements

UCC has a strong foundation of the practice of work placements (and likely WIL), providing a strong platform to expand current good practice and to knowledge-share different approaches to work placements/WIL internally (there is no single ideal approach, variation of practice will occur to reflect differences in discipline and College context). UCC are not 'starting from nothing' as work placements are already well-established.

### **3. The work placement managers and other work placement staff were high effective and widely respected**

The intent of the review was not to evaluate the practice of Career Office Work Placement staff per se, rather the practice of work placements as a whole across the institution. It was clear that the work placement staff within the Career Office and in the Colleges are high achieving, passionate about their purpose of their role, and widely respected by the UCC staff. That is, UCC has capable and successful staff in place to further develop the practice of WIL.

### **4. Established practices of diverse forms of WIL**

There were indications of practice of other forms of WIL. We, unfortunately, did not have time to explore these further, however, within discussions it was evident that other practices of WIL exist at UCC. This leads the panel to recommend that UCC broaden the focus and messaging from work placements to WIL (see Recommendation 3).

### **5. Employers were positive about the UCC work placement program**

Work placement programs and WIL programs fundamentally rely on the support from, and good relationships with, relevant workplaces/employers. Without such support, work placement programs cannot be successful. The review panel was only able to obtain a snapshot of employers' views, however, these employers provided detailed insights into the effectiveness of the UCC work placement program and the support from UCC deliver in comparison to other higher education institutions. That is, the UCC work placement program and placement students are highly regarded by employers and employers are supportive of the UCC work placement program.

### **6. The QEU team has a clear dedication to ensure reviews are of a high quality**

The review panel would like to highlight the QEU team for enabling the review during a challenging and difficult time. It was clear that the QEU staff are dedicated to enabling effective quality reviews for the benefit of the University and had developed a good, effective structure to enable this Thematic Review to occur remotely.

## **Recommendations**

These are recommendations rather than an implementation plan; however, we would recommend implementing recommendations 1, 2 and 3 first and concurrently. The implementation of the first three recommendations will allow the other recommendations to occur more easily.

### **1. Re-organise the location and reporting lines of work placement staff to within the College Offices**

The current location of work placement staff has formed organically over time as programmes and opportunities presented themselves. Such organic development is common for educational institutions and works well on a small scale. However, difficulties arise when the practice becomes large scale (the current situation for UCC). Currently, there is internal competition for employer contacts (e.g., between the Schools and Career Office), multiple contacts from UCC to the same employers whilst largely seeking the same outcome, conflicting reporting lines and priorities, poor use of time for Work Placement Managers, and not enough academic oversight of work placements. It is, therefore, timely to re-organise the location and reporting lines of the work placement staff.



We recommend:

- Creating single College WIL Units within each of the Colleges, within the College Office. Each of these College WIL Units should be physically located in the College, close to relevant academic staff and students, and integrated into the College environment. These College WIL Units should serve the work placement (undergraduate and graduate) and WIL needs for all the Schools within the College.
- Shifting relevant Work Placement Managers from the Careers Office into the relevant College WIL Units. We expect these staff to hold senior roles within these Units.
- Shifting the non-academic work placement staff within the College into the College WIL Units. (Academic WIL staff should remain in the Schools).
- That the College WIL Unit managers/directors should report to the relevant Head of College (or their representative).
- A review of administration support for the College WIL Units. The units will require administrative support either through new administrative appointments or by shifting (or relying on) existing administrative staff within the College/Schools.
- A review of the workload for WIL staff, including the ratio of staff to students to address inconsistencies. This review needs to take into consideration the context of the subject discipline (e.g., for some disciplines a higher student number per WIL staff member would be more reasonable than for some other disciplines). Workload related to WIL is a common contentious issue as many student interactions tend to be individual and some aspects of the workload are difficult to measure (pastoral care needs, maintaining employer relations, site visits). Some resources are listed at the end of the document to provide insights.
- The success of the College WIL Units should be measured by overall successes in securing work placements, WIL opportunities and additional benefits gained (e.g., number of external contacts, external contact engagement with the College/Schools, funded research project arising from work placement opportunities, etc), with an emphasis on overall group performance rather than individual staff numbers (the latter should be managed ongoingly by the managers/directors of the College WIL Units).

The benefits of College WIL Units:

- WIL staff are closer to academic activities, academic staff, and the student cohort. That is, WIL staff will be more familiar with academic activities, staff and students, and the College's strengths and offerings (educational and consultancy-orientated strengths). This will allow these staff to fully represent their College to external stakeholders beyond work placements and WIL. Better representation will generate a greater possibility of leveraging additional benefits from external relations.
- The Heads of Colleges will be able to directly manage WIL teams, adapting and adjusting resources as required for their own College. Furthermore, the Heads of Colleges are responsible for the learning content and outcomes of their College offerings, and curricular learning activities are College-based activities (with the related funding stream going to the Colleges). This will allow the Heads of Colleges the academic oversight and controls to manage the resourcing need to secure good student learning experience and outcomes.
- Efficiencies gained through interactions with existing College/School administrative support teams. Some administration duplication would be avoided by relying on the existing College/School administrative process.

The above is often referred to as a Hub-and-Spoke model or blended/hybrid model (see Recommendation 2 in regards to the Hub portion).

The clustering of the disciplines within each of the Colleges will largely mean each College WIL Units will have their own cluster of external stakeholders separate from the other College WIL Units. Larger external organisations may deal with several College WIL Units; however, it is likely the College WIL Units would be interacting with individuals in separate locations within the larger organisation (see Recommendation 8 related to the use of a CRM).

This is the panel's preferred and recommended approach. An alternative is a Centralised Approach where all non-academic WIL staff are centralised into a central space (e.g., the Career Office or a separate entity alongside Careers). This will also bring the benefit of avoiding competition between the Career Office and Colleges, and provide the additional benefit of similar staff being colocated and co-managed (including the ability of shifting workload pressures across a large group). However, this will remove or reduce the additional benefits from being located and managed within the Colleges as already described, and could disempower the College Heads from managing their educational offerings. The recommended Hub-and-Spoke model is the most common model (aside from 'no model') at universities, while the centralised approach is unusual with only a few universities successfully adopting this approach.

## **2. Create a Central WIL Unit**

College-based WIL Units will be valuable for the Colleges/Schools; however, some elements should remain centralised. Therefore, we also recommend a Central WIL unit is created.

The Central WIL Unit, which perhaps only requires 2-3 staff, will take responsibility for:

- Managing and ownership of the InPlace platform across the institution (see Recommendation 7),
- The ownership of the Work Placement (WIL) Policy,
- The development, updating, and ownership of consistent forms (were appropriate) related to WIL,
- Chairing and manage the WIL Working Group (see Recommendation 6).
- Managing a WIL Community of practice (see Recommendation 6) for all UCC WIL staff,
- Maintaining a database of UCC WIL Staff and their roles.
- Analysis of trends related to WIL across UCC
- Creating, storing, and tracking of WIL Agreements and Memorandums of Understanding, and their renewal process,
- Quality assurance of the WIL deliveries (periodic reviews of delivery),
- Complaints and issues that could not be resolved at the College level,
- International WIL,
- Being the first port of call for new contacts (cold callers),
- Generating and sourcing resources and provide support for WIL staff in the colleagues,
- Running campus-wide WIL events (e.g., student presentations where employers attend, Industry Days, etc),
- Employing the InPlace super-user staff member (see Recommendation 7).
- Reporting information to the UCC Senior Leadership Team.

We suggest that the Central WIL Unit be located within the organisational structure of the Directorates of the Deputy President & Registrar, to ensure optimal alignment with the strategic academic direction of the institution and the associated processes of policy formulation, approval and implementation

### **3. Broaden the focus and messaging from work placements to work-integrated learning (WIL)**

This recommendation flows through all the reviews recommendations. Work-integrated learning (WIL) is an umbrella term that includes work placements (and often is dominated by work placements), however, it also includes diverse practices such as work-related projects, campus-based projects with an external stakeholder (e.g., client), entrepreneurship, enterprise, start-ups, student consultancy, community projects, service learning, etc. Fundamentally, it is an educational approach that includes a stakeholder external to the university (workplace, community association, community members, etc) that is directly involved with the student learning. Work placements is the full immersion form of WIL, tends to be high profile and to dominate WIL practices, however, it is also more resource demanding and requires more opportunities (i.e., one per student).

Both work placement and non-work placement forms of WIL are strongly linked to enhancing students' employability skills. By limiting primarily to one form of WIL (work placements), the institution is limited from exploring, and capitalising on, other possible opportunities – opportunities that will become more important as the effects of COVID-19 on higher education and the economy continues to take effect.

### **4. Expand the diverse practices of WIL across the institution**

Related to recommendation 1, diversifying the offerings of WIL across the institution will be important as universities navigate through a period of disrupted economies where work placement opportunities may be limited. During such times, being able to pivot from work placements to other forms of WIL that are more institution-based, but still include an external stakeholder within student learning, will be an important strategy for university curricular offerings and reduce institutional risk of students unable to complete work placement requirements. In essence, it will grant UCC more options to fulfil the curricular requirement of 'the practice of work' and directly links to graduate employability outcomes.

Non-placement forms of WIL opportunities tend to be easier to generate, require fewer external contacts and opportunities (at times, one opportunity can serve an entire class that then works within teams in competition to determine the best solution to the workplace problem presented).

There appears to be some other forms of WIL practices at UCC.

Within this recommendation, we recommend:

- An immediate scoping study to determine how widely other forms of WIL are practiced across UCC.
- Identification of examples of good practice that can be showcased.
- Determination, where appropriate, whether these diverse forms of WIL practice could be a curricular alternative for work placements, including where work placements are compulsory within the curriculum.

As an additional note, the institution can generate its own WIL opportunities. Universities are complex structures and wear 'many hats'. Educational institutions could be the external stakeholder for WIL

opportunities. Students could, for example, undertake work placements and WIL projects within the institution (e.g., accounting students undertaking a work placement with central finance, graphic design students working with central PR, environmental science students undertaking a review of sustainable practices across the institution, students on a research path undertaking a research project with an established UCC researcher, etc).

## **5. Review the Work Placement Policy**

In general, the panel thought the Placement Policy was thorough, well thought out, and required to manage UCC's responsibilities of ensuring safe student work placement experiences. The policy also helps manage UCC's risks and is an integral requirement of UCC's insurance policies.

We make the following recommendations for the Policy:

- The policy be expanded to include WIL in general.
- Consider moving some material out of the policy and into procedures. The policy outlining required principles would be shorter, with details of enactment of the policy's principles located in a procedures section. This will allow for the development of flexible procedures within the Colleges, managed by the College WIL Units, which can reflect the College and disciplinary contexts (e.g., variations in agreements and level of assessment of workplace).
- Digitise the compliance process by building the policy's requirements and completion into the InPlace platform and the CRM system (see recommendations 7 and 8).

It has been four years since the Policy was implemented and we have identified three key issues to be resolved.

1. The policy is not always seen as necessary by those involved in placements and some think it unnecessarily complex.
2. The process of implementing the policy is labour intensive, lacks flexibility, and is not always completed by employers and students.
3. The policy is not owned by those most engaged in delivering placements.

It was noted by the Panel that the Policy requirements has generated some unease and frustration within the UCC staff. It needs to be acknowledged that the Policy has, and will continue to, generate additional work, however, it is required work. Expectations of society, government, and law have increased over time and it is now important that universities evidence that appropriate checks were conducted (i.e., some more 'relaxed practices' in the past are no longer acceptable today).

UCC's insurance policies are purchased in collaboration with five other universities so the Policy's requirements apply to others in the sector. By not fully implementing the Placement Policy, UCC would carry the risk that the Policy will not cover difficulties experienced by students on placement – situations previously faced by UCC students on more than one occasion. Generally, universities can only, and need only, to ensure that correct health and safety procedures and policies are in place in the workplace where students will be located and (to what can be reasonably expected as 'best to our knowledge') that the workplace is safe. It is not to police/monitor/audit the workplace. We encourage the use of InPlace to automate some processes related to fulfilling the requirements of the Policy (see recommendation 7). We also encourage clear pathways that students can take if they were to raise a concern to UCC while in the workplace.

We recommend that a working party is convened to review the Placement Policy, how it is implemented and delivered. Questions of who owns the Placement Policy, who leads the working party and who ensures the Policy works for the benefit of UCC, its students, and employer partners will be resolved by creating the Central WIL Unit. The Central WIL Unit would lead the review of the policy, take ownership of the policy, its governance, and implementation through InPlace.

## **6. Create a WIL Working Group and a WIL Community of Practice**

It is important that WIL staff gather together to share good practice, contribute to the university WIL strategy and the Academic Plan. The Placement Managers and WIL academic staff need a forum where they can connect and discuss challenges, brainstorm and propose solutions, and learn from each other. This would create a stronger sense of community and purpose. Placement Managers need to be able to go through operational issues together. This is essential for a coherent and efficient approach to managing student placements, and academic WIL staff need to be able to collectively discuss academic challenges unique to the practice of WIL. Therefore, we recommend creating a WIL Working Group and a WIL Community of Practice, both managed by the Central WIL Unit.

We recommend that the WIL Working group should consist of:

- The Central WIL Unit (including the InPlace 'super user')
- An academic WIL representative from each College
- Managers from the College WIL Units
- A member of the UCC Health and Safety team
- Other ad hoc members UCC sees as being important in relation to WIL

This group in the first instance needs to focus on expanding the practice of other forms of WIL and establish an understanding of good practice of work placements (and WIL). Discussion related to students' workload and credit points (see recommendation 11) should commence with this group, and so should discussion of, for example, related to legal compliance, wider use of the InPlace functionality, the strategy of expanding the practice of WIL, and standardised documentation (where appropriate).

The WIL Community of Practice should:

- Consist of all the UCC WIL staff
- Be managed/facilitated by the Central WIL Unit
- Hold topical discussion related to WIL, perhaps with keynote speakers
- Showcase good practice
- Facilitate the sharing of resources and ideas
- Attend an annual WIL Sharing Symposium

This Community of Practice is to bring together all WIL staff to generate a feel of a community of like-minded people and to cross and blur the lines between the Colleges.

## **7. Continue the rollout of the InPlace system across all Colleges**

The InPlace software platform is a good platform and will provide solutions to some of the administrative burden and duplication related to the practice of work placements and WIL.

Therefore, we recommend the continuation of the rollout of InPlace with urgency, and that UCC explore the additional functionality the platform has to offer.

Once fully operational, the administrative burden related to work placements and WIL will reduce (however, it will also generate some of its own administrative workload), the use of spreadsheets will significantly reduce and (hopefully) disappear, and tracking of student locations can be easily carried centrally (e.g., during a natural disaster, terrorist attack, etc). One of the major sources of dissatisfaction among the Placement Managers both in the Careers Service and in the schools is the burden of paperwork and an overload of administrative tasks that do not allow these professionals to fully use their capacity for activities such as employer networking and relationship development. The roll-out and adoption of InPlace is essential for raising employee efficiency and satisfaction, as well as for ensuring the high quality of relationships with host organisations, the importance of which is even more evident in the current challenging situation caused by the COVID-19 pandemic. It also allows for easy reporting across the institution.

InPlace has the potential to also address other issues that have been raised during the review. It will allow for electronic student placement agreement forms that can be easily stored and traced in the system with automatic reminders, likely increasing the level of compliance and decrease the risk to the university of having students on placements without signed agreement forms (in 2019, about 100 work placements occurred without signed agreements, representing a significant risk to UCC). The system will, for example, prevent students from progressing on or allowing further access until the student agreement forms and employer forms have been signed. We recommend that UCC (in discussion with the Legal team) move to electronic agreement activity statements submitted by the host organisation through the InPlace platform. These are short electronic forms that the host organisations fill in for each placement. This allows them to address questions about risk and risk mitigation specific to the placement activity in question; these may vary across placements in the same organisation, especially for large organisations.

The InPlace platform should be used by all Placement Managers/WIL staff, across all schools, with guidelines for users to adhere to in order to ensure consistency.

Additionally, there needs to be the development of a “super-user” to support other users (likely a 0.5 position will suffice). This “super user” needs to be a platform user rather than an IT specialist, however, they will likely need to work closely with a supporting IT specialist.

InPlace can be connected to a CRM system that manages relationships with employers/host organisations that allows transparency, sharing of contacts, and more multi-disciplinary placements (see recommendation 8).

## **8. Adopt the use of a Customer Relations Management (CRM) system**

A CRM will allow UCC external relations to be transparent to UCC and safeguard UCC from ‘losing contacts’ when staff members leave UCC. Therefore, we recommend the full use of a CRM for all UCC work placement (and WIL) external connections.

The use of a CRM should be coupled with the use of InPlace (InPlace does not have CRM functionality and is reliant on an external CRM system). The CRM is important to allow established relationships to be transparent, avoid multiple people contacting the same external partner, and to protect the university when staff leave UCC by ensuring external relationship details and contacts are documented.

A well implemented CRM will also help placement managers identify new placement opportunities at large employers who may be unaware of opportunities contained in a wider range of academic programmes and provide relationship management information that ensures employer relationships are not neglected during the placement cycle.

The use of a CRM can, at times, create angst among staff who may be hesitant in sharing 'their contacts'. It must be remembered that professional connections needed to undertake UCC responsibilities are UCC connections (e.g., work placement employer contacts). There will need to be an accepted procedure of using the CRM that staff agree to, including contacting the 'owner/key UCC contact' person assigned to each external contact before another UCC staff member approaches this external contact.

Our understanding is that UCC already has a CRM system (Microsoft Dynamics). We recommend expanding the use of this CRM across the whole institution and moving away from any additional CRM (or CRM-like) systems that may be in use at UCC – that is, the use of a single CRM system across the whole of UCC. Our recommendation is that the system implementation is part of the work placement policy review and that the new central WIL team either owns the CRM system or works closely with the owner of the CRM (e.g., Alumni Office, external engagement office, etc).

## **9. Expand the marketing of work placements/WIL to students and employers**

Often work placements and WIL is a 'well-kept secret', however, these likely serve as a significant drawcard for prospective students (and their parents) and employers looking for avenues to recruit. Therefore, our recommendation is to lift the profile of WIL (in relation to recommendations 1 and 2).

Often work placements and WIL experiences are rich in exciting, good news stories that can showcase the strength and uniqueness of the UCC learning experience. UCC should capitalise from these student experiences as a way to raise the profile of UCC within the community and industry. Such profiling and showcasing can involve 'student story' posters, newspaper stories of interesting work placements or WIL projects, use of high-profile photos and imagery. This will help build UCC's reputation as a place that prepares students for, and links students with, the future of the world of work.

Furthermore, this will also further increase the profile among employers and likely generate more work placement opportunities. Related to this point, a PR drive with alumni, who are often keen to 'give back' to their university, to source work placement opportunities would be beneficial to pursue.

## **10. Separate curricular and co-curricular work placements from extra-curricular work placements**

There appeared to be blurring between curricular work placements (credit point bearing and/or compulsory work placements) and extra-curricular work placements/internships (outside the curriculum, not required/compulsory, and not assessed). We recommend a defining difference between these two practices, and, ideally where possible, shifting extra-curricular work placements/internships to become credit bearing curricular work placements. Further, non-credit bearing work placements should not be referred to as work placements and appropriate terminology such as 'work experience' or internships (or words with similar effect) should be adopted universally to avoid confusion of credit bearing learning activities for the student and what is work experience or 'a student job'.

We also suggest UCC explores the possibility of shifting non-credit bearing work placements/internships into credit bearing work placements (income generating for UCC) that form part of, for example, a diploma/grad-diploma of professional practice. This would provide students with an additional qualification to their bachelors/graduate degree that more accurately reflects their learning experience and generate an additional income stream for UCC to fund these activities (see also recommendation 12 related to this recommendation).

#### **11. Review and create consistency of student workload when engaging with work placement/WIL offerings**

There is inconsistency across UCC between the number of work hours and student assessment workload in relation to the amount of credit points earned. Therefore, we are recommending a review of the work placement workload in relation to hours in work placements and assessment workload and type, to the credit points earned, with the aim of achieving consistency - unless there is a strong academically justifiable argument.

This review should be an early undertaking by the Central WIL Unit. Student work placement workload in relation to credit points should reflect fairly and consistently. The review should consider the expected hours of student work per credit point, however, with allowance that not every hour in the workplace is a learning hour. As a comparison, University of Waikato (NZ) offers 30 credit points (which equates to 300 total learning hours for the student) for science and engineering work placements, where the student undertakes 400 hours of relevant, meaningful work and likely undertakes 75 hours to complete assessment tasks.

As an aside note, the review panel is not recommending reducing the range of different total credit points per work placements – this diversity is likely needed to reflect the context of the practice of the discipline and the degree structure. Instead the panel is recommending fair and consistent student workload per credit point earned.

#### **12. Consider more shorter work placement options (3 months) as an alternative to longer work placements (6-12 months)**

Some feedback mentioned students opt not to undertake placements because it delays their graduation. Therefore, we recommend exploring offering shorter (3-month) placements along with longer placements, and investigating whether the summer period could be used for the 3-month work placements.

Albeit that longer placements are often popular with employers, students who do not want to delay graduation are actively selecting not to undertake work placement, therefore, missing a valuable learning experience opportunity. Some institutions (common in Australia and NZ) use the summer period to offer credit-bearing 3-month work placements, which allows students to undertake work placements, achieve credit points, and not delay graduation (and possibly graduate earlier). This may require UCC to shift some non-credit bearing work placements/internships into summer credit bearing work placements. It will also generate more opportunities for work placements when work placement opportunities may be limited due to the COVID-19 disrupted economies.



### **13. Review and begin shifting away from unpaid work placements**

The practice of unpaid work placements (i.e., students are not paid for their work) is increasingly being challenged by students and within legal spaces. However, the practice of unpaid work placements is traditionally established in some disciplines and, in some countries, work placements are exempt from payment. Our recommendation is that, unless there is a good academic or financial argument in favour of unpaid work placement, to begin moving away from the practice of allowing unpaid work placement, especially where the placement is full-time.

Unpaid work placements are a growing thorny issue. There is increasing attention around student exploitation through unpaid work placements, including cases resulting in legal action. It is likely this will continue to receive attention, therefore, to reduce institutional risk, it would be prudent to explore transitioning away from unpaid full-time work placements (where students do not have another income stream, e.g., student grant, work placement scholarship). We also encourage exploring alternative forms of remuneration, for example, free accommodation, food provided, transport costs, stipend (rather than wage), etc. There will be an argument in favour for unpaid work placements in forms of WIL such as Service-Learning where students undertake work in a volunteering capacity for charitable organisations or community activities where people contributing usually are also volunteers.

### **14. Encourage UCC WIL staff to engage with WIL professional associations (e.g., ASET), WIL literature, and conducting WIL research**

The wider WIL community is a large network of supportive people passionate about WIL who readily share knowledge and practice. Furthermore, there is a growing body of literature directly related to work placements and WIL readily accessible (see list provided later in report).

We make the following recommendations:

- Encourage and provide funding for WIL staff to engage with local WIL associations, the international WIL association (WACE; [www.wace.org](http://www.wace.org)), and other national associations (e.g., ACEN, CEWIL, WILNZ) in order to build up, and create profile, within a network of WIL professionals.
- WIL staff should engage with the growing body of WIL literature, including research reports, scholarly discussion on topical issues, and best practice examples. WIL staff should be familiar with the core literature to inform their practice. Some examples are provided at later in this report.
- Support and provide funding for WIL research. WIL research often starts by researching one's own WIL practice and WIL programme. This is a great pathway of creating research-informed WIL practices and improving the delivery of the WIL programmes. A defining element of university education is the expectation that it is research-informed education - WIL and work placements are no exception to this expectation.

## Links to resources

### National and international associations

Engaging with national and international association will provide valuable networking opportunities.

- **ASET**, the UK work-based and placement learning association. ([www.asetonline.org](http://www.asetonline.org)). Has best practice resources freely available online and annual conferences. UCC likely is already a member of ASET.
- **WACE**, the world association for WIL. ([www.waceinc.org](http://www.waceinc.org)). WACE has refereed conference proceedings for the last five years freely available and holds large annual conferences attended by WIL researchers, teaching staff, and practitioners.
- **ACEN**, the Australian WIL association. ([www.acen.edu.au](http://www.acen.edu.au)). Has resources freely available online related to best practice, managing WIL through COVID-19, refereed conference proceedings, and holds large biannual conferences attended by WIL researchers, teaching staff, and practitioners.
- **CEWIL**, the Canadian WIL association (formally CAFCE). ([www.cewilcanada.ca](http://www.cewilcanada.ca)). Resources freely available online around best practice of work placement, Co-op, and WIL, and holds large biannual conferences attended mostly by practitioners but increasingly WIL researchers.
- **WILNZ**, the NZ WIL association (formally NZACE). ([www.wilnz.org](http://www.wilnz.org)). Refereed conference proceedings freely available online from 1999 onwards and modest sized annual conferences largely attend by WIL educators and researchers.
- **Global Internship Conference**. A forum that meets annually for an international conference. Members tend to be providers of work placement services (companies that organise work placements on behalf of the students, institutions, and companies) rather than academics.
- **Global WIL**. An online professional development association that provides opportunities for professional development for WIL practitioners at a modest cost. (<https://globalwil.org/>). There are two modules available for the start of 2021:
  - Dimensions of Quality for Work-Integrated Learning
  - Learning and Assessment in Work-Integrated Learning

### Literature resources

There is a range of literature available that may be helpful for UCC. As a starting point, we recommend the following sources.

Best practice guides and guidelines for quality WIL:

- Campbell, M., Russell, L., McAllister, L., Smith, L., Tunny, R., Thomson, K., & Barrett, M. (2019). A framework to support assurance of institution-wide quality in Work Integrated Learning. Queensland University of Technology. <https://research.qut.edu.au/wilquality/wp-content/uploads/sites/261/2019/12/FINAL-FRAMEWORK-DEC-2019.pdf>
- de Silva, C., Flynn, S., Siva-Jothy, D., & Turner, C. (2016). ASET good practice guide for health and safety for student placements. ASET. <https://www.asetonline.org/wp-content/uploads/2016/11/e-ASET-Health-Safety-for-Student-Placements-2016.pdf>

- Flynn, S., Walker-Martin, F., Taylor-Murison, L., Turner, C., & Siva-Jothy, D. (2019). ASET good practice guide to successful work based learning for apprenticeships in higher education. ASET. <https://www.asetonline.org/wp-content/uploads/2019/06/ASET-Good-Practice-Guide-to-Successful-Work-Based-Learning-for-Apprenticeships-in-Higher-Education.pdf>
- Martin, A. J., & Hughes, H. (2011). How to make the most of work-integrated learning: For academic supervisors. Ako Aotearoa. <https://ako.ac.nz/assets/Knowledge-centre/RHPF-c43-Work-Integrated-Learning/RESOURCE-How-to-Make-the-Most-of-Work-Integrated-Learning-for-Academic-Supervisors.pdf>
- Martin, A. J., & Hughes, H. (2011). How to make the most of work-integrated learning: For students. Ako Aotearoa. <https://ako.ac.nz/assets/Knowledge-centre/RHPF-c43-Work-Integrated-Learning/RESOURCE-How-to-Make-the-Most-of-Work-Integrated-Learning-for-Students.pdf>
- Martin, A. J., & Hughes, H. (2011). How to make the most of work-integrated learning: For workplace supervisors. Ako Aotearoa. <https://ako.ac.nz/knowledge-centre/work-integrated-learning/how-to-make-the-most-of-work-integrated-learning-for-workplace-supervisors/>
- Martin, A. J., & Hughes, H. (2009). *How to Make the Most of Work Integrated Learning: For students, academic supervisors, and workplace supervisors*. Massey University. <https://docplayer.net/116344-How-to-make-the-most-of-work-integrated-learning-a-guide-for-students-lecturers-supervisors-andy-martin-helen-hughes.html>
- Nay, C. & Tofa, M. (2020). Evaluation of the Professional & Community Engagement Program Final Report - June 2020. Macquarie University. <https://staff.mq.edu.au/teach/teaching-at-macquarie/PACE>
- McRae, N., Pretti, T.J., Church, D (2017) . Work-integrated Learning Quality Framework. [https://uwaterloo.ca/centre-advancement-co-operative-education/sites/ca.centre-advancement-co-operative-education/files/uploads/files/wil\\_quality\\_framework\\_-\\_aaa\\_-\\_for\\_posting.pdf](https://uwaterloo.ca/centre-advancement-co-operative-education/sites/ca.centre-advancement-co-operative-education/files/uploads/files/wil_quality_framework_-_aaa_-_for_posting.pdf)
- Orrell, J. (2011). Good practice report: Work-integrated learning. Report undertaken for the Australian Learning and Teaching Council. <https://ltr.edu.au/>
- Sachs, J., Rowe, A., & Wilson, M. (2017). Good practice report – WIL. Report undertaken for the Office of Learning and Teaching. [https://ltr.edu.au/resources/WIL\\_Report.pdf](https://ltr.edu.au/resources/WIL_Report.pdf)
- Stirling, A., Kerr, G., Banwell, J., MacPherson, E., & Heron, A. (2016). A practical guide for work-integrated learning: Effective practices to enhance the educational quality of structured work experiences offered through colleges and universities. Higher Education Quality Council of Ontario. [http://www.heqco.ca/SiteCollectionDocuments/HEQCO\\_WIL\\_Guide\\_ENG\\_ACC.pdf](http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf)
- Winberg, C., Engel-Hills, P., Garraway, J., & Jacobs, C. (2011). Work-integrated learning: Good practice guide. Council on Higher Education.

## Work-integrated learning risks

Work by Dr Craig Cameron, perhaps the only actively publishing legal expert in WIL, provides insightful work. We recommend starting with the following publications:

- Cameron, C. (2018). The student as inadvertent employee in work-integrated learning: A risk assessment by university lawyers. *International Journal of Work-Integrated Learning*, 19(4), 337-348.
- Cameron, C. (2013). The vulnerable worker? A labor law challenge for WIL and work experience. *Asia-Pacific Journal of Cooperative Education*, 14(3), 135-146.

- Cameron, C. (2017). The strategic and legal risks of work-integrated learning: An enterprise risk management perspective. *Asia-Pacific Journal of Cooperative Education*, 18(3), 243-256.
- Cameron, C. (2017). The contract risks to universities of work-integrated learning programs. *Australian Business Law Review*, 45(5), 405-418.
- Cameron, C. (2019). Risk management by university lawyers in work-integrated learning program. *Monash University Law Review*, 45(1), 29-69.
- Cameron, C., & Orrell, J. (in press). Governance and risk management. In S. Ferns, A. Rowe, & K. E. Zegwaard (Eds.), *Advances in research, theory and practice in work-integrated learning: Enhancing employability for a sustainable future* (pp. in press). Routledge. (start of 2021 publication)

## Other literature of interest

- Bennett, D. (2018). *Embedding employABILITY thinking across Australian higher education*. <https://developingemployability.edu.au/wp-content/uploads/2018/10/Developing-EmployABILITY-final-fellowshipreport.pdf>
- Clark, L., Rowe, A., Cantori, A., Bilgin, A., & Mukuria, V. (2016). The power dynamics and politics of survey design: Measuring workload associated with teaching, administering and supporting work-integrated learning courses. *Studies in Higher Education*, 41(6), 1055-1073. <https://doi.org/10.1080/03075079.2014.966071>
- Coll, R. K., & Zegwaard, K. E. (Eds.). (2011). *International handbook for cooperative and work-integrated education: International perspectives of theory, research and practice*. World Association for Cooperative Education. (no longer for sale but available on interloan. 3<sup>rd</sup> edition to published end of 2021).
- Cooper, L., Orrell, J., & Bowden, M. (2010). *Work integrated learning: A guide to effective practice*. Routledge
- Ferns, S. (Ed.). (2014). *Work-integrated learning in the curriculum*. Higher Education Research and Development Society of Australasia Inc.
- Ferns, S., Rowe, A. D., & Zegwaard, K. E. (Eds.). (in press). *Advances in research, theory and practice in work-integrated learning: Enhancing employability for a sustainable future*. Routledge. Available start of 2021
- Jovanovic, J., Fane, J., & Andrew, Y. (2018). Giving institutional voice to work-integrated learning in academic workloads. *International Journal of Work-Integrated Learning*, 19(2), 93-109.
- Smith, C., Ferns, S., & Russell, L. (2016). Designing work-integrated learning placements that improve student employability: Six facets of the curriculum that matter. *Asia-Pacific Journal of Cooperative Education*, 17(2), 197-211.
- Smith, C., Ferns, S., & Russell, L. (in press). A quality framework for developing and assuring high-quality work-integrated learning curricula In S. Ferns, A. Rowe, & K. E. Zegwaard (Eds.), *Advances in research, theory and practice in work-integrated learning: Enhancing employability for a sustainable future* (pp. in press). Routledge.
- Universities Australia. (2017). Startup Smarts: Universities and the startup economy. Universities Australia. [https://www.universitiesaustralia.edu.au/ArticleDocuments/212/Startup\\_press%20v2%20web.pdf.aspx](https://www.universitiesaustralia.edu.au/ArticleDocuments/212/Startup_press%20v2%20web.pdf.aspx)
- Universities Australia. (2019). *Work-integrated learning in universities: Final report*. <https://bit.ly/3jsyw3z>
- Winchester-Seeto, T., Mackaway, J., Peach, D. Moore, K., Ferns, S., & Campbell, M. (2015). *Principles, guidelines and strategies for inclusive WIL*. [http://acen.edu.au/access-participation-progression/wp-content/uploads/2015/11/PGS\\_flyer\\_WEB\\_FINAL-VERSION-12\\_6\\_15.pdf](http://acen.edu.au/access-participation-progression/wp-content/uploads/2015/11/PGS_flyer_WEB_FINAL-VERSION-12_6_15.pdf)

- Yorke, J., & Vidovich, L. (2014). Quality policy and the role of assessment in work integrated learning. *Asia-Pacific Journal of Cooperative Education, Special Issue, 15*(3), 225-239.
- Zegwaard, K. E., Pretti, T. J., & Rowe, A. D. (2020). Responding to an international crisis: The adaptability of the practice of work-integrated learning. *International Journal of Work-Integrated Learning, Special Issue, 21*(4), 317-330.

## Journals of interest

The literature above is merely a small snapshot of available literature. Further resources can be found through the following journals:

- International Journal of Work-Integrated Learning (IJWIL; [www.ijwil.org](http://www.ijwil.org)). Journal central to the practice of WIL. Recently published two special issues on the impact of COVID-19 on the practice of WIL.
- Journal of Workplace Learning (JWP; <https://www.emeraldgrouppublishing.com/journal/jwl?id=jwl>)
- Vocations and Learning. <https://www.springer.com/journal/12186>
- Journal of Teaching and Learning for Graduate Employability. <https://ojs.deakin.edu.au/index.php/jtlge/>
- Higher Education, Skills and Work-based Learning. <https://www.emeraldgrouppublishing.com/journal/heswbl>
- Journal of Service-Learning in Higher Education. <https://journals.sfu.ca/jslhe/index.php/jslhe>
- The Waterloo WIL research portal provides links and access to a range of WIL resources. The project is still ongoing, however, already provides a good range of resources. <https://wilresearch.uwaterloo.ca/>

## Conclusions

We would like to thank UCC for the opportunity to undertake the review. The panel was greatly encouraged by the widespread practice of work placements and the enthusiasm of the staff involved with the work placement programmes. It is our belief that UCC is well-positioned to respond to the challenges ahead. Our view is that the first seven recommendations should be prioritised and that the newly establishment Central WIL Unit should take primary responsibility of rolling out and implementing the recommendations.

Of recent, employability outcomes through engagement with higher education has received increasing attention, with higher education institutions under pressure to evidence direct links between engagement with higher education and graduate employability outcomes. The UCC Academic Strategy reflects this shift in expectations of higher education. There are many elements that enhance student employability outcomes that are beyond work placements and WIL; however, work placements and WIL provide ready evidence of direct links with employability outcomes that is now driving the expansion of WIL in higher education. It is difficult to speculate what the post-COVID-19 world will hold, however, disrupted economies will be a major influencer, which will likely increase the focus on graduate employability outcomes within the higher education sector.

We look forward to hearing of UCC's future developments in WIL and we welcome the UCC leadership to remain in contact with the panel.

## Appendix 1 - Members of Review Panel

### WORK PLACEMENTS IN UCC

#### PANEL MEMBERS

The external reviewers bring a depth and breadth of experience and expertise in the area of work-based learning and placements in higher education.

<b>Dr Karsten Zegwaard (Chair)</b>  University of Waikato, New Zealand	<p>Karsten Zegwaard is Director of Work-Integrated Learning Research at the University of Waikato, New Zealand. Karsten is Editor-in-Chief for the International Journal of Work-Integrated Learning, co-editor of the International Handbook on Cooperative and Work-Integrated Education, vice-president of Work-Integrated Learning NZ (WILNZ), member of the UniversitiesNZ WIL Working Group, board member of the World Association of Cooperative Education (WACE), and Vice-Chair (Oceania) of the WACE International Research Committee.</p> <p>In 2013, Karsten was the recipient of the CEIA Ralph W. Tyler Award for Outstanding and Distinguished Research, in 2015 the recipient of the WACE Donald McLaren Academic Award for Professional Achievement in Cooperative and Work-Integrated Education, in 2019 the recipient of the James W. Wilson Award for Outstanding Contribution to Research in the Field of Cooperative Education and Internships, and in 2020 the Fellow of Work-Integrated Learning New Zealand award.</p>
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<p><b>Dr Denitsa Filipova</b> University of Oxford</p>	<p>Denitsa Filipova is a Postgraduate Placements Officer at the University of Oxford where she looks after placements and business engagement training for PhD students in the Social Sciences. Before joining the University of Oxford, she was part of the Professional and Community Engagement (PACE) team at Macquarie University, Sydney. Denitsa has experience in developing and implementing postgraduate and undergraduate placement programs, and in establishing collaborations between academia, the public and private sectors.</p>
<p><b>Mr Stephen Isherwood</b> Institute of Student Employers (IEO)</p>	<p>Stephen Isherwood was appointed Chief Executive of the ISE in June 2013 following seven years as Head of Graduate Recruitment, UK &amp; Ireland, at Ernst &amp; Young, one of the largest recruiters of graduates in the UK.</p> <p>Prior to EY, Stephen managed graduate recruitment and development programmes at PwC and Safeway as well as working in the public sector where he developed and managed a number of careers related programmes. Stephen has extensive experience in the recruitment and development of students, both graduates and school leavers. He has worked closely with Higher Education throughout his career and is focused on the career development and employment of students.</p> <p>In addition to his current role, Stephen sits on several steering groups related to higher education and employment, he is on the board of HECSU and a trustee of Ashorne Hill Management College. Stephen works with the charity Speakers for Schools and has also recently teamed up with Roding Valley High School as an Enterprise Advisor through the Careers and Enterprise Company. He has presented to various committees in the Houses of Parliament and often appears in national and local media.</p>

## Appendix 2 – Virtual Review Site Visit Timetable



Fheabhsú Cáilíochta  
Quality Enhancement

### THEMATIC REVIEW OF PLACEMENTS

### PEER REVIEW PANEL VIRTUAL SITE VISIT

5<sup>TH</sup> - 16<sup>TH</sup> OCTOBER 2020

ALL MEETINGS WILL TAKE PLACE ON MS TEAMS

#### WEEK 1

Monday 5 <sup>th</sup> October	
8:30 – 9:00	<b>Convening of Review Panel</b> Outline briefing with Director of Quality Enhancement
9:00 – 9:30	<b>Private meeting of Panel</b> Panel agree issues to be explored in meetings with the Director of the Student Experience and Academic Secretary
9:30 – 10:00	<b>Meeting with Director of the Student Experience</b> <i>Discussion regarding the University's strategic priorities for the student experience, governance and management of placements</i>
10:00 – 10:30	<b>Meeting with Academic Secretary</b> <i>Discuss the Student Placement Policy with the Policy holder</i>

Tuesday 6 <sup>th</sup> Oct – All meetings recorded	
8:30 – 9:00	<b>Convening of Review Panel</b> <i>Review previous meetings and agree matters to be explored in today's meetings</i>
9:00 – 9:45	<b>Meeting with InPlace Placement Management System</b> Project Lead Change Manager



9:45 – 10:30	<b>Meeting with Representatives of Registrar's Office</b> Director of Academic Services Academic Programmes and Regulations Head of Access & Participation Head of Student Recruitment
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<b>Wednesday 7<sup>th</sup> October</b>	
8:30 – 9:00	<b>Convening of Review Panel</b> <i>Panel to agree matters to be explored in meetings</i>
9:00 – 9:45	<b>Meeting with Head of Careers Service &amp; Chair of Academic Leadership Forum Placements Working Group</b>

<b>Friday 9<sup>th</sup> October</b>	
8:30 – 9:00	<b>Convening of Review Panel</b> <i>Panel to agree matters to be explored in meetings</i>
9:00 – 9:45	<b>Meeting with Student Representatives</b> Student's Union President Student's Union Education Officer
9:45 – 10:30	<b>Meeting with Employer Representatives</b> Representative from Musgrave Group Representative from Musgrave Early Careers Manager Representative from Abbey Capital Representative from PWC Representative from Arlo

## WEEK 2

<b>Monday 12<sup>th</sup> October</b>	
8:30 – 9:00	<b>Convening of Review Panel</b> <i>Panel to agree matters to be explored in meetings</i>
9:00 – 9:45	<b>Representatives from Office of Corporate and Legal Affairs (OCLA)</b>  Corporate Secretary Deputy Corporate Secretary Solicitor OCLA
9:45 – 10:30	<b>Meeting with Careers Service Placement Managers</b>

<b>Tuesday 13<sup>th</sup> October - All meetings recorded</b>	
8:30 – 9:00	<b>Convening of Review Panel</b> <i>Panel to agree matters to be explored in meetings</i>
9:00 – 9:45	<b>Meeting with College of Business and Law Representatives</b>  College Manager (deputising for Head of College, CBL representative on ALF Placements Working Group) Head of School of Law Clinical Education Coordinator, School of Law Director BSc Accounting, Cork University Business School (CUBS) Co-Director on the MSc Food Business and Innovation Co-Directors of MSc Management and Marketing, CUBS Director BComm, CUBS
9:45 – 10:30	<b>College of Arts, Celtic Studies and Social Sciences Representatives</b>  School of Applied Psychology (CACSSS representative on ALF Placements Working Group) Work Placement Manager, School of Society, Politics and Ethics BA Digital Humanities & Information Technology Placement Manager, BA Early Years & Childhood Studies Programme Director, BEd Sports Studies and Physical Education Programme Director Professional Master's in Education (PME) Director of Practice, Deputy Director of the Master of Social Work Programme and Research Associate with ISS21, School of Applied Social Studies Lecturer in Education and PME School Placement Coordinator – School of Education, UCC Civic and Community Engagement Officer

<b>Wednesday 14<sup>th</sup> October</b>	
8:30 – 9:00	<b>Convening of Review Panel</b> <i>Panel to agree matters to be explored in meetings</i>
9:00 – 9:45	<b>Meeting with College of Science, Engineering and Food Science Representatives</b> Head of College of SEFS Head of School of Engineering and member of the Academic Leadership Forum (ALF) Placements Working Group Senior Lecturer in Organic and Pharmaceutical Chemistry/Director of BSc Chemistry of Pharmaceutical Compounds Prof of Pharmaceutical Chemistry; Director ABCRF; VPRI Head of School of Chemistry; Head of Organic Chemistry Representative from School of Computer Science and Information Technology Director MSc Biotechnology, School of Biochemistry Representative from BE Process & Chemical Engineering, School of Engineering
9:45 – 10:30	<i>Panel meeting to reflect on meetings and commence discussion of findings</i>

<b>Friday 16<sup>th</sup> October</b>	
8:30 – 10:30	<b>Convening of Review Panel</b> <i>To discuss and agree conclusions and draft findings</i>

<b>Wednesday 21<sup>st</sup> October</b>	
8.30 – 9.00	<b>Convening of Review Panel</b>
9.00 - 9.30	<b>Closing Presentation</b> <i>Interim President, Director of the Student Experience (Review Sponsors) &amp; Director of Quality Enhancement</i> <i>Reviewers will outline progress of review, indicative themes emerging and identify any further documentary inputs or meetings required to complete the review, prior to formulating final report</i>

## Appendix 3 – Index of documentation made available to the Review Panel

1. **UCC Student Placement Policy and Procedures**
  - a. UCC Student Placement Policy
  - b. UCC Placement Risk Assessment
  - c. UCC Preparation of Students Going on Placement (Procedure)
  - d. UCC Monitoring and Communication During Student Placement (Procedure)
  - e. Management of Critical Incident (Procedure)
  - f. 'Rosemary' Presentation - presentation from UCC insurers IPB on their expectations for the steps the Universities would undertake in the context of a student placement (i.e. they underwrite the insurance policy on the basis that we commit to taking these steps)
2. **Existing Placement Arrangements**

Excel spreadsheet with details of programmes with placement, as follows:

  - a. College of Business and Law
  - b. College of Science, Engineering and Food Science
  - c. College of Arts, Celtic Studies and Social Sciences
  - d. Placements coordinated by UCC Careers Service
3. **UCC Academic Strategy 2018-2022**
4. **UCC Career Services Student Work Placement Programme - Challenges Encountered**
  - a. Email from John O'Halloran re Placement Review
  - b. Careers Service Summary Work Placement Report 2017-2020
  - c. Office of Corporate and Legal Affairs (OCLA) Challenges Doc
  - d. OCLA Employer Process Map
  - e. OCLA Student Process Map
  - f. Student and Employer Compliance Graphs 2019
  - g. Unsigned Employer Agreement form 2019 – contacts removed
  - h. Workload
5. **Placement during COVID-19**
  - a. Managing Placements During COVID-19
    - 5 docs OCLA re issue of note no. 7 15-04-2020
    - ALF Approvals for Placements May June 2020 14-05-20 Decision Tree
    - Risk Assessments for COVID-19 duration
    - Seven issue of note updated 15-05-20
  - b. Placement Organisation at UCC during COVID-19 – Report  
Survey of placement coordinators undertaken, and report completed at the request of the UCC Placement Working Group, a sub-group of the Academic Leadership Forum (ALF)
6. **Employer Agreement Form**
7. **Employer Health & Safety Form**

8. Collated Documentary Submissions from internal Placement stakeholders
9. Employer Placement Survey Report