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Welcome

Welcome to the Winter edition of the NASES Newsletter. As you will see this edition has a number of articles about employability, which as you know is high on the agenda at the moment.

I met a young student who has just got a part-time job with a well known coffee shop chain. She has to memorise and then perfect all the recipes for the myriad drinks, and she has to attend a tasting session so she can speak from experience when a customer asks her about a cake or sandwich. She has to learn to upsell. She has to organize her life to turn up on time for shifts, looking good and clean and awake, and then she has to interact with her colleagues, no doubt from a variety of countries and social backgrounds, and be polite and helpful to customers be they grumpy and rude or charming and generous.

For this she will be paid well above the national minimum wage for her age group. The employer wants the best from employees and is prepared to pay. Her true reward, though, will come when a careers advisor helps her with her CV and when she subsequently applies for and gets a graduate job. The part-time job ticks off so many employability skills boxes!

Mike Hill

NASES Chair
Chief Executive, Graduate Prospects &
HECSU

NASES Lifetime Membership for Margaret Dane

The NASES Executive honoured Margaret Dane at her retirement event in September by presenting her with NASES Lifetime Membership in recognition of the excellent working relationship NASES and AGCAS have developed.

Margaret worked tirelessly with us throughout the PMI2 projects for international students. Her support and expertise also helped to develop the Management of Student Work Experience Qualifications at Reading University, and their subsequent move to the University of Warwick. Margaret Dane retires at the end of September after a career in HE careers work spanning almost 35 years, which culminated in her nine years as AGCAS CEO.

The NASES Executive wishes her well in her retirement.



Enterprise Rent-A-Car offers tips for students on how to make themselves more employable

Enterprise Rent-A-Car gives an employer's perspective about what students can do whilst studying to make themselves more employable when they graduate.



1. Experience matters

Work experience and internships will often make you stand out. Employers know that a taste of the commercial world will sharply reduce the learning curve when you join the workforce full-time.

2. Volunteering

Unpaid volunteering highlights graduates with a social conscience and proactive work ethic.

3. On-campus activities

Make the most of clubs, sports teams and social groups, particularly by taking on positions of responsibility. They help to build teamwork and leadership skills.

4. Academia isn't everything!

Unless you're going down a route where you need specific technical skills, it's often good to position yourself as a well-rounded individual. A good degree matters but so does everything else you did at university.

5. Confidence shows

Some people are great at writing CVs but lack interpersonal skills. How well do you communicate what's on your CV? How well do you sell yourself? Do you say "I'm afraid I've only done this..." or "Actually, I've achieved this...?"

6. Have you done your research?

Ensure you know at least something about the business where you're applying for a job. A question that begins "I was looking at your website and wondered..." sends a good signal to employers. Also, it's often worth calling the company up before the interview to ask for more details about the job on offer.

7. Professionalism

It's amazing how many new graduates don't turn up on time for their interview or dress appropriately. Not every company expects a suit, but you should at least make the effort to find out about its dress code.

8. Using your initiative

For employers, the most promising recruits are usually those who really made an effort. That can mean everything from entering undergraduate awards and competitions while at university, to making the best use of your contacts afterwards.

9. Networking skills

Business is a social environment, so you will often have to demonstrate your skills at listening, making small talk and putting other people at their ease.

10. Motivation

If you get asked "Why do you want to work here?" you should have a real answer and not just a pat response. You might not yet be thinking in terms of a lifelong career, but you should at least know why you've chosen that company.

But what's the *impact*?

By Paul Redmond,
Head of Careers & Employability,
University of Liverpool



That's it. Embargo employability, pension off placements, bid goodbye to guidance. A new strategic imperative is in town and it goes by the name of impact. This autumn, impact is the new buzz word on the lips of every head of careers service. Don't believe me? Sit in on a careers management meeting and just count how many times the word gets an airing. It's like a two-syllable mantra; im-pact, im-pact, im-pact.

It wasn't always like this. We had a life, you know, before impact. BC (Before the Crunch), no self-respecting careers manager could get through a meeting without throwing in words like "growth," "expansion," and "let's bid for more resources." You had to; it's what you did.

AD (After the Downturn) such linguistic laissez faire is a thing of the past. Words like that now come with a health warning (if not a skull and crossbones). The credit crunch has had a dramatic and transformative effect on higher education's priorities. More than ever senior managers are looking for measurable results. They want to know what their universities are going to get in return for their investment. They want to talk impact.

“They expect results!”

Impact: it's where it's at.

There's a scene in the 1980s film *Ghostbusters* when the characters played by Bill Murray and Dan Ackroyd have just been informed by the dean that funding for their parapsychology department is about to be axed. Murray, trying to look on the bright side, announces that they'll simply move their research to the private sector. But Ackroyd isn't convinced:

“Personally, I liked the university. They gave us money and facilities; we didn't have to produce anything! You've never been out of college! You don't know what it's like out there! I've worked in the private sector. They expect results!”

At the time, it was a good joke because even then, people could see that it contained some element of truth. Universities have always been great places for blue-sky research, for thinking the unthinkable, for backing the sort of ideas and concepts that the private sector could never dare consider.

But that was in the days when economics made sense; the days when Greece was still solvent, Northern Rock was the last word in fiscal security, and when Woolworths was still doing a roaring trade in pick 'n' mix.

But as budgets become constrained, and economies wobble, new funding arrangements are beginning to pose important questions about higher education's strategic priorities. For universities to go on thriving and growing, they need to know where to invest their resources. This is why impact measurement is becoming a major part of so many managers' jobs.

Impact and careers services

You might wonder what all this has got to do with careers services. The answer is, of course, an awful lot. Since the credit crunch, the focus of careers services' work has been gradually shifting towards employability – a difficult concept to grasp, but one which generally implies the ability of a person to move seamlessly between and across job markets. There's a saying that's often used when heads of careers services are struggling to define employability: "To be employed is to be at risk, to be employable is to be secure." If this sounds familiar, it's because it's loosely based on the old proverb: "Give a man a fish and he'll eat for a day. Teach him how to fish and eventually he'll open up a fish restaurant in Padstow."

As universities become ranked and measured by employability, careers services are having to become far more strategic in how they approach this new initiative. One thing is clear: by itself, careers guidance isn't enough. Neither is careers information or even careers talks. Employability requires a joined-up, institution-wide response, only one part of which is led by the careers service.

The question heads of careers services such as me have to wrestle with, is where do you invest your resources? Get it wrong, and you risk investing a great deal of staff time and university money in initiatives and interventions which, in the long-run, have limited impact. Get it right, and you achieve the ultimate goal: making the maximum impact on the maximum number of students. Think of it like this: (Diagram 1.)

Box C is where you don't want to be: low external and internal visibility. Box D offers some benefits – high internal profile at the expense of external profile. Such positioning is in the short term beneficial; but in the long-term risky. Careers services, like graduate job hunters, depend on their address books.

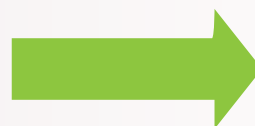
Equally risky is box A: high external visibility but limited profile in the institution itself. As my colleague, ex-AGCAS CEO Margaret Dane used to say, "The institution always wins." Not aligning yourself with your university's strategy, even if you do have excellent external visibility, is always a risky game to play.

For me, the best 'box' in which to be based is, of course, box B – high external and high internal profile. In theory this is the best of all worlds: your service's profile is high within your university and equally high amongst your customers and clients. But be warned. Keeping in box B requires constant vigilance. It also demands a constant focus on where your team or organisation stands to make the most impact.

High
External
Profile



A High External Impact; Low internal impact	B High External Impact; High Internal Impact
C Low External Impact; Low Internal Impact	D Low External Impact; High Internal Impact



High
Internal
Profile

(Diagram 1.)

Impact toolkit

So if you want to make an impact, where should you start? Fortunately, I've discovered that lots of helpful resources are available online. For AGCAS members, we have assembled an excellent and comprehensive toolkit of impact assessments, guides, handbooks and surveys – all designed to help our members monitor and plan their own impact measurement strategies.

Equally impressive resources can be found via the AMOSSHE website (www.amoshe.org.uk/news/viplaunch). This is a superb online resource offering a broad range of impact tools and assessments. Impact might sound daunting – after all, for those of us who work primarily with students, how do we measure the impact of all that we do? But unless we can measure our work, and unless we're

clear about just what type of impact we make across our universities, the chances are senior managers will question just what impact we do make.

As Henry Ford once said, "You either think you can or you think you can't. Either way, you're probably right." Now that's making an impact!

SEOTY 2012

10th Anniversary Competition

SEOTY is 10 years old this year! We've taken this opportunity to look back over the last ten years of the competition from our first winner Jamie Flint from Sheffield Hallam University in 2002, to last year's record breaking competition won by Mark Graham from the University of Greenwich.

We've also been getting back in touch with previous winners in order to feature them in our Year of the Alumni. This means past SEOTY winners will be popping up throughout the competition as case studies and even as judges so you'll have plenty of opportunities to hear how well some of them are getting on!

This year, based on your feedback, we've made a few changes to the competition.

- ▶ You asked for an earlier start to SEOTY – this year nominations will open 5 January. More than a month earlier!
- ▶ You asked for paper forms so that you could collect information about students working in the Autumn term – we sent you this year's paper forms in October during morethanwork month along with promotional emails to get your students and employers prepared to nominate.
- ▶ We've also updated the nomination criteria and added specific information about nominating temp agency staff. Now job shop agency staff working several short term positions during the year can be nominated in the job shop category.

We are thrilled to have secured continuing sponsorship from Endsleigh Insurance for the second year in a row! Their input really helped last year's competition go with a bang so we have high expectations for another record breaking year.

What is clear is that SEOTY makes a valuable contribution to the world of student and graduate employability. Read what a few past winners have to say about how winning a SEOTY award enhanced their job prospects.



“ It's an amazing thing to have on your CV! It showed that I had been recognised for both my academic achievement and my commitment to my job as well as being able to manage both studying and working at the same time. There's no doubt in my mind that my employers were impressed when they saw it on my CV.”

Anna Lisa Bergstrom-Allen: Overall winner 2004 now working as a Senior Producer for Sony Computer Entertainment Europe

SEOTY Timeline

Nominations open	5 Jan
Official launch during NSEW	20 Feb
Closing date for paper based applications	5 Apr
Closing date for on line applications	13 Apr
Nominations returned to institutions	20 Apr
Institutional judging	23 Apr-4 May
Deadline for institutions to return winners	8 May
Nominations distributed to regional co-ordinators	11 May
Regional judging	14 – 25 May
National nominations returned to NASES	28 May
Regional nominations distributed to national judges	1 Jun
National judging – Endsleigh House, Cheltenham	w/c 11 Jun
Winning job shops, employers and students alerted	18 Jun
Winners announced at SEOTY Celebration	July

“ It gave me an edge over other applicants. It makes the potential employer believe that I am worth an interview and can definitely prove an asset for the organisation.”

Rupak Sarma: NE region International Student Employee of the Year 2011, now doing an internship as an Economic Researcher with Doncaster Chamber of Commerce.

SEOTY Winners (left to right)

International Student Employee of the year: Sandeep Menon-Nandakumar - University of Exeter,

Nominator for National Student Employer of the year: Richard Carter - Brunel University,

On Campus and Overall SEOTY winner: Mark Graham University of Greenwich,

National Student Employer of the Year Donald Parr - Medivance Instruments Ltd.,

Off Campus winner: David McDwyer - University of Edinburgh;

Job Shop Award winner: Ann Hayward - University of Wolverhampton



SEOTY National Student of the Year Winners

2011	Mark Graham	University of Greenwich
2010	Carol Radlett	University of Gloucestershire
2009	Adam Sumar-Tarmohamed	Brunel University
2008	Emmanuel Amoah	University of Hull
2007	Olusegun Adetunji	Liverpool Hope University
2006	Jonathan Lewis	University of Nottingham
2005	Natalie Muldoon	Liverpool John Moores University
2004	Anna-Lisa Bergstrom-Allen	University of Sussex
2003	Abbas Manji	Loughborough University
2002	Jamie Flint	Sheffield Hallam University

Exploring employability



Management of Student Work Experience
THE UNIVERSITY OF WARWICK

By Gill Frigerio,
Course Director - Management of Student Work Experience,
University of Warwick

Employability has become a ubiquitous term in education over recent years, despite being something of a slippery concept. It is used by practitioners, managers, policy makers, and maybe even students, to represent the complex territory that connects learning (which is surely something that occurs internally) and the external world of jobs and money. It is a term worth exploring to help us think about the purpose of our work and how we carry it out.

With this in mind, at a recent study skills day for students on the Management of Student Work Experience (MSWE) qualification, I set the group the task of preparing to write an (imaginary) assignment called 'what is employability?'. They searched for, and found, a wide range of published documents, from the NUS, the Higher Education Academy and the CBI as well as academic articles critiquing the way that the term is used, and discussed the various perspectives that emerged.

There is a human urge to nail down this particular jelly, and so we looked at a number of different definitions. Perhaps the most commonly used now is the CBI's, from 'Future Fit':

A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy. (CBI/UUK, 2009:8)

This has proved to be a much quoted and influential document in pushing employability up the agenda, and takes the significant step of articulating a list of 'employability skills'. A tick list looks very useful and practical at first glance, yet actually raises more questions: for example, do all jobs really require all of these skills? To what level? How can we measure and assess them, let alone ensure all students develop them?

Of course the quote above is about all 'labour market participants', not just students and graduates, and this point often gets lost. The contemporary discourse of employability very quickly turns into an exhortation of what educational institutions should input, focusing on those in formal education and what they bring to the labour market. From there it is easy to forget about the job market itself, that employers behave in different and unpredictable ways, that the availability of jobs fluctuates, and that having the required skills is not the only dimension that determines whether someone gets a job – they also need to be in the right place, with the right face, at the right time.

For evidence of this supply side dominance and the visitation of responsibility for employability on universities, look no further than the "Employability statement" which each English university has been required to produce by HEFCE. Whilst limited and generalising, these at least move us beyond mere statistical attempts to measure employability using first destination data.

Moving to the academic literature, a commonly cited definition is Hillage and Pollard's 1998 articulation of employability as an individual's ability to gain initial employment, maintain employment, move between roles within the same organisation, obtain new employment if required and (*ideally*) *secure suitable and sufficiently fulfilling work*, (my italics). This introduces the important dimension of the person themselves, not just a 'labour market participant' but a human being with hopes and dreams as well as anxieties and deficiencies: no one is perfect but we all have a journey through life, or in other words a career.

Stopping to think about what lies behind the term "employability" helps us think about how we use it, and how we might need to unpack it for different audiences, from the student looking for part-time work to the academic concerned about

their students' wellbeing. It has potential to transform our practice too, from how we plan a new activity to how we engage with each of our students. Neat definitions are appealing, but my feeling is that holding multiple possible understandings at the back of our minds as we work is probably more appropriate, achievable and useful.

Find out more about MSWE at <http://www2.warwick.ac.uk/study/c11/othercourses/careerstudies/courses/mswe/>

To read more detailed critiques of employability, I recommend:

Mcgrath, S (2009) Project Paper No. 1, Learning to Support Employability Project, Nottingham: School of Education, University of Nottingham available at http://www.nottingham.ac.uk/shared/shared_uccer/epa_docs/what_is_employability.pdf

Wilton, N (2011) The Shifting Sands of Employability, CESR Review January 2011, Bristol: University of the West of England available at <http://www1.uwe.ac.uk/bl/bbs/research/cesr/cesrreview.aspx>

References

CBI/UUK (2009) Future Fit: preparing graduates for the world of work. London: Confederation of British Industry

Hillage, J. and Pollard, E. 1998 Employability: developing a framework for policy analysis. Research Brief 85, Department for Education and Employment, London.

POSTGRADUATE OPPORTUNITIES

THE UNIVERSITY OF
WARWICK

MA, PG Diploma and PG Certificate in **The Management of Student Work Experience**



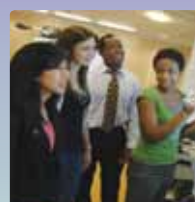
The course enables participants to develop a creative and critical stance as a source for supporting the work-related learning of themselves and others.

Offering a flexible approach to enable attendance for those based overseas and/or with full-time work or other responsibilities.

Register your interest online or call:

024 7657 4192

www.warwick.ac.uk/go/careerstudies



An enquiry-based approach to employability at the University of Birmingham



By Joan Cartledge,
Careers and Employability
Service, University of
Birmingham

The University of Birmingham has a commitment to supporting and enabling students to acquire key skills and attributes as they prepare for their graduate careers. These skills and attributes may be developed through their academic study and extra-curricular activities. Central to the learning culture of the University is a model of enquiry-based learning. This approach views students as active participants in the learning process, encouraging them to develop a pattern of self-reflection that will continue beyond the learning environment.

The University seeks to enable student to make the link between their academic learning and graduate employability through initiatives that aim to support the integration of employability skills and attributes in the various aspects of University life, both within and alongside the curriculum. The Employability Strategy of the University proposes an enquiry-based approach to employability, which parallels the enquiry-based approach to learning and teaching of the University of Birmingham, and encourages students to develop a pattern of reflective practice as they enter their graduate careers.

Over the past 12 months the Careers and Employability Service have developed a new personal and professional development tool, called >>Progress>>. The purpose of this resource is to enable students to recognise, record and reflect on how they are developing transferrable skills through both their studies and extracurricular activities. The resource also offers employer and alumni perspectives through case studies, videos and direct links to resources provided by key graduate employers.

The resource is interactive and encourages students to start on the journey to their graduate career as soon as they arrive at the University. >>Progress>> has the capacity to save and summarise the information recorded which can then be used within the tutorial process of the University, or to compile a CV or prepare for an interview. The purpose of the resource is to encourage students to reflect on their development; identify gaps in their knowledge, skills and experience; and also to provide ideas as to how these gaps can be filled.

As part of the process of developing >>Progress>> for students it became evident that there was also a need to develop a resource for academics to enable and support them in recognising, enhancing and developing strategies to embed employability skills within the curriculum and co-curriculum.

The University has embarked on a project that will focus on a number of key objectives including: constructing case studies of best practice in existing academic programmes; providing models and examples of how employability can be integrated into new curriculum development; providing examples of how employability skills can be embedded into the tutorial system; providing examples of best practice in the use of group and project work in the curriculum in order to develop transferrable skills; and providing information about the resources and structures that exist to support employability within the University.

In such a large institution, it is easy to be focused on academic achievement and to overlook the personal and professional development which takes place alongside academic studies. This project has been designed to identify these examples of best practice to share within the University community in order to further enhance the student experience and enable us to learn from our colleagues in other parts of the University.

The University of Birmingham is committed to an enquiry-based approach to both learning and employability that views both students and academics as active participants in the process. This approach encourages participants to develop a pattern of self-reflection within the context of professional development.

»» PROGRESS »»

Unleash your potential

Progress is a **FREE** online tool to help you:

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- Keep track of your Achievements
- Discover what Employers are looking for
- Plan your Career

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Employment Management

Personal Development

Begin your journey today by logging on to Progress via the student portal at www.my.bham.ac.uk

careers and employability centre
create your own future

Top tips for running a successful job fair

“ ”

A very, very well organised fair with a great buzz about it!

As part of morethanwork month Zöe Arch, Student Employability Coordinator at the University of the Arts London, and Helene Turley, Employment Engagement Manager at the University of Wolverhampton, ran successful recruitment fairs. Zöe and Helene share their top tips, and Helene gives a more detailed view of their experiences.

Building on previous years the University of Wolverhampton ran a hugely successful recruitment fair. The University of Wolverhampton attracted 1,500 students and 40 organisations to its recent recruitment fair held on the 19 October 2011. Over 500 vacancies were advertised from a variety of private and public sector organisations. In addition to advertising vacancies we also held CV clinics run by the Careers Service and employer presentations from some of the key exhibitors. As an additional incentive to attend the fair we also had a free prize draw for students to enter where we gave away iPod Shuffles and vouchers.

Before the doors to the fair opened we had a queue of over 350 students waiting. The fair ran from 11.00am – 3.00pm and was packed to capacity throughout the day, which is very unusual as normally the last hour of a fair is much quieter.



Exhibitor

Running a successful recruitment fair takes a lot of planning and staffing resource. Three members of the Employment team worked on the fair in addition to their normal workload. Initially all three members of the team concentrated on contacting organisations to see who was interested in attending. The initial response was slow but towards the end we were turning employers away from the fair.

Once we had secured the first 20 organisations one member of staff took the lead on the marketing, although all marketing decisions were made collectively as a team. The majority of the marketing was prepared in July / August ready for October. On the day of the fair the whole department supported the fair in some capacity and additional student workers were recruited.

All organisations paid to attend the fair. Charges varied depending on the size of the company. The University provided free car parking, luncheon vouchers, refreshments and assistance with setting up and removing exhibitor stands. Sponsorship was also secured early on which enabled an enhanced and effective marketing campaign.

TIP: Secure sponsorship as it will make the event much easier to organise and eliminate financial constraints.

“ The presentation opportunity was very useful to engage and give advice to students on employability ”

Exhibitor

“

”

We were very encouraged at the volume of students attending the Job Fair

Exhibitor

Marketing included a large banner (size 26ft x 13ft) displayed 4 weeks before the event and large posters and information screens displaying details of the fair across the campuses. Bookmarks were handed out six weeks before the fair. In addition, marketing leaflets were distributed up to and including the date of the fair.

Leaflets were placed in all alumni packs to promote the fair to graduates. A website was created with separate pages aimed at employers, students and graduates. Facebook and Twitter were also utilised and regular alerts were sent out. An Exhibition Guide was developed and handed out at the registration. Exhibition Guides ran out in the first hour as we had underestimated demand and, due to the colour scheme of the Guide, we could not make photocopies.

TIP As a back-up design a simple black and white version of the Exhibition Guide which can be photocopied.



After the event all exhibitors are asked to complete an evaluation form as we are always trying to improve on the service we offer. We also like to telephone the exhibitor 2-3 weeks later to see if they recruited a student or graduate from the University of Wolverhampton. This enables us to keep in touch with the exhibitor and to analyse the success of the fair. Similarly we like to get feedback from our students on whether the fair met their expectations.

A press release is always sent out to the local newspapers. This again raises the profile of the Employment Department and the employability of students and graduates from the University.



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Excellent day, well organised, extremely busy”

Exhibitor

Zoe's top tips:

- ▶ Get the time of year right! We have 2 part-time job fairs a year and our October one (close to Freshers' week) is by far the most popular.
- ▶ Organisation – we are a 2 person team, one manages logistics and marketing and the other liaises with the employers.
- ▶ Promotion – we recruit a student to design the fair marketing material for their peers.
- ▶ Love thy employer – we give them loads of information beforehand about what they should expect on the day and we give them a free lunch!
- ▶ Marketing – we market everywhere within the university via print, online and information screens.

Helene's top tips:

- ▶ Start preparing early.
- ▶ Secure sponsorship.
- ▶ Market event extensively.
- ▶ Secure the attendance of 'big named' companies
- ▶ Ensure useful information is provided to exhibitors and that it is consistent.
- ▶ Team effort.



Are you up-to-date?

NASES provides a full programme of training and professional development opportunities from one day courses on student employment essentials through to three day residentials to support the management of student work experience qualifications at Warwick University.

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The workshops were excellent as you pick up good ideas that you haven't thought of.”

<p>8 December 2011 10am - 4pm</p>	<p>NASES National Office, University of Liverpool</p>	<p>Sales and marketing</p> <p>Need to generate more vacancies for your job shop?</p> <p>The market place in which we operate is tough, with fewer job opportunities around and increased demand from students, it's important for you to take stock and look at new ways to market your service. If you want to generate more vacancies, this one day training course is perfect for you: designed to provide you with the tools, ideas and enthusiasm to tackle new markets and generate more business whether you run a job shop or agency style service. It is a fast paced day, packed full of practical solutions to help you engage with employers and generate jobs for your students. There will also be plenty of opportunity for you to hear from your colleagues about what has worked for them.</p>
<p>26 January 2011 10am - 4pm</p>	<p>University of Salford</p>	<p>Advice and guidance</p> <p>Providing added value and support to students who are looking for work is one of the differentiating features of student employment services. This one day course is designed to give job shop staff an overview of the guidance process giving you the tools to provide students with advice and feedback to secure part-time, temporary and vacation work. Checking CVs, advising on interview skills and techniques and developing workshop sessions are specifically covered.</p>

17-19 January 2012	University of Warwick	<p>MSWE residential: Learning from work experience</p> <p>The three day residential 'Learning from Work Experience' covers managing short interactions with students about their work experience, and how work experience is integrated with the employability agenda in your institution.</p>
8 February 2012 10am - 4pm	University of Warwick	<p>Impact and employability</p> <p>For experienced "jobshoppers", this one day master class will help you to maintain a viable service during difficult times, demonstrate and promote the impact of your service, identify the right performance indicators for your strategic objectives, analyse your various stakeholders and provide tangible evidence to the right people about the value of what you do.</p>
28 February 2012 10am - 4pm	London	<p>Student employment basics</p> <p>This one day session is aimed at those individuals new to student employment or looking to set up a student employment service. It outlines all the 'need to know' areas to help you plan, deliver and evaluate an effective service.</p>
February 2012	Various Locations throughout the UK	<p>Student staff training</p> <p>To be held during National Student Employment Week to support the student staff who work at job shops through out the UK. A general student employment overview incorporating the basics of working in a service; customer service; employment law and with a career development workshop to support their individual learning.</p>
27-29 March 2012	University of Warwick	<p>MSWE residential: Management</p> <p>Whether you have a recognised management role or simply need to manage your own work and projects, this module will help you consider your development as a 'manager' in your work context. We will look at the skills of managing work with others, managing information and resources, managing 'up' and 'out' in our typically complex organisations, and managing yourself.</p>
7 March 2012 10am - 4pm	Leeds University Union	<p>Looking to set up an internal jobs agency?</p> <p>We will show you how to demonstrate the shared values of student employment service and institution and get more students working! Sessions include: contacting decision makers; building networks; costs & returns; advantages and disadvantages; the mechanics, agreements, contracts, payroll etc.</p>
19 June 2012 10am - 4pm	London	<p>Social media</p> <p>What is it, how to take advantage and how to do it well; an overview for job shops outlining how social media can form an important part of their marketing and communications plan; practical tips, "how to" guides and case studies demonstrating how the use of social media can enhance your service, increase business, brand awareness and promote your job shop.</p>

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Swapping ideas and experiences was really valuable.

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Job shopper wins AGCAS Newcomer Award

The winners of the 2011 AGCAS Awards for Excellence were presented with their awards at an official ceremony and dinner, held at the East Midlands Conference Centre as part of the AGCAS Biennial Conference at The University of Nottingham, in September. NASES member, Marcus Andrews from Birmingham City University won the AGCAS Outstanding Newcomer Award:

“Within a year of starting, Marcus suddenly and unexpectedly found himself managing the employment service. He rose to the challenge and even made time to develop and improve the range of services and quality of delivery. He has faced every task, challenge and initiative head-on, and always with a smile.” - Lucy Madahar, Assistant Director of Student Services (Advice and Guidance), Birmingham City University



Update on NASES web developments

There have been some developments to the various NASES websites over the summer. A lot of work has been going on behind the scenes to improve the usability and professionalism of all the NASES websites. As part of the aim to get consistent branding across the sites and other communication channels we have had new mastheads designed which have been applied to the NASES main site, Member's site and morethanwork site.

A new member's site has been developed and was made live in Beta in September but is now fully live www.nases.org.uk/memb. The morethanwork site had an overhaul for morethanwork month, and the home page has been redesigned www.nases.org.uk/morethanwork. A new site for employers has been developed www.nases.org.uk/employers and more work will be done on this site in the next few months in order to better engage with the employer market.

NASES fact sheets updated

A big thank you to those who have helped us to update the NASES series of fact sheets for practitioners and for students recently. There are NASES branded versions for the practitioner and student titles, and in addition for the student series there are also Word versions which you can download and customise to suit your own service requirements.

We are planning to add some new titles so if you have any suggestions of topics which it would be useful to cover please email nasescomms@liv.ac.uk, and if you are able to volunteer to write the fact sheet that would be even better.

They are available for downloading from the NASES member's website at www.nases.org.uk/memb

Student attitudes to working part-time whilst studying

By Pippin Sadler,

Job Shop Officer,
University of Bristol

As a part of my PGCE in Adult Education I am doing a research project into HE students' attitudes to part-time work, focussing on student experiences and opinions. I distributed my surveys through the careers service, Fresher's Fair, NASES members and social media. Next, I am carrying out face-to-face interviews in preparation for writing up a report on the subject by mid-December.

Previous surveys, such as the Income and Expenditure Survey (2009) indicated that full-time students earn an average of £2,108 from wages each year (and £1,430 from vacation work). Unsurprisingly, part-time students earn more and this amount increases as they move towards the end of their course and gain a qualification; full-time students typically earn less in their final year as the pressure mounts to achieve a good grade.

Students from lower socio-economic groups have been shown to face more pressure from their parents to take paid work whilst studying and take lower-paid work, however, according to the RBS Student Living Index, while bar jobs and shop work still account for a big part of student earnings, over 40% of working students are now opting for more career-orientated or varied employment.

This is great news as, "as study after study has shown, young people engage best in developing their own skills and aptitudes when they are given genuinely interesting and exciting opportunities to do so." (Gillinson & O'Leary, 2006)

Predictably, in my study, almost all students (95%) gave money as one of the major reasons for taking up part-time work, but some other interesting responses also came out. 40% of students said an advantage was the experience gained; 32% of students said that there were social networking advantages to working; 31% of students mentioned improving their skills and 23% mentioned an improvement to their CV or better references.

Trends

To find work, Gumtree is by far the most common website that students mentioned for job searching, followed by Direct.gov, jobsite.co.uk and then social media such as Twitter. A large number found work through their university (63%, whereas only 58% mentioned looking online for jobs), but there may well be some unintended bias here as universities were instrumental in the distribution of the surveys. Of those who mentioned whereabouts in their university they would look for work, 79% said their Job Shop, 18% said their careers service, 6% said the students' union, 2.1% said tutors/departments and 1.6% said fairs.

Issues that this survey has highlighted are that students can often work long hours and have jobs which are not perceived as being relevant to their studies. A lot of students were very positive about their working experiences (especially those who had taken jobs within their universities).

With current economic pressures and the highest recorded graduate unemployment levels, the data suggests that employers continue to look beyond degree certification to find evidence that students have the experience and skills they require. (Purcell, Morley and Rowley, 2002)

Sources of information

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Summer Jobs of a Lifetime working at the London 2012 and Paralympic Games

In just 250 days time the cauldron will be lit and the London 2012 Olympics will begin. The Games is the world's biggest sporting event, with over 10,000 athletes competing for hundreds of medals, with a further 4,500 athletes expected for the Paralympic Games. It is a once-in-a-lifetime opportunity, not just for those elite few, but for millions of students at colleges and universities across the country.

The staging of the Olympic and Paralympic Games is a massive logistical task, with huge numbers of opportunities for students to get valuable work experience taking on paid roles working for London 2012 contractors, whilst having the opportunity to be part of the "Greatest Show on Earth".

The vast majority of the estimated 100,000 job opportunities are in London in venues including the Olympic Park and Wembley, but there are still approximately 20,000 opportunities working directly for Games contractors at locations around the country. The venues outside of London include hundreds at Weymouth for the sailing and thousands across Manchester,

Coventry, Glasgow, Newcastle and Cardiff for the football. All of the roles located in London will pay at least the London Living wage of £8.30 per hour, with competitive rates of pay being offered at all locations outside of the capital.

The majority of the vacancies involve working for London 2012's contractors in hospitality, security, housekeeping and retail. So whether you want to serve food to the athletes, sell merchandise to spectators or ensure the Games are safe for all involved, London 2012 has a job for you.

So how do I find out more?

London 2012 is working in partnership with Podium and Adecco (the official recruitment partner for the Games) to give students the Summer Job of a Lifetime. Most of these jobs start in July 2012 and will finish by early September. There are however a limited number of jobs starting as early as January 2012 which would be suitable for students looking for part-time work alongside their studies.

London 2012 is looking for enthusiastic and motivated people to join these teams, and it's simple for students to register their interest right now by visiting: <http://summerjobs.jobsforthegames.co.uk/>

Other useful websites

Further information about how students can train to be a security guard at the Games can be found at www.bridging-the-gap.co.uk

All the relevant Games opportunities for universities, colleges and their students are detailed at www.podium.ac.uk

The Be a Champion programme run by the National Union of Students. www.nus.org.uk/london2012



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Spring	17 February 2012	March 2012
Summer	16 May 2012	8 June 2012
Autumn	29 August 2012	14 September 2012
Winter	21 November 2012	7 December 2012

If you would like to contribute to the NASES Newsletter
please email: nases@liv.ac.uk