



**University of Brighton**

**CETLD Student Placement Programme:  
Co-learning with Museums and Archives**

**Scoping Report**

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# **CETLD Student Placement Programme: Co-learning with Museums and Archives**

## **Executive Summary**

The report explores the context for museum and archive placements across the CETLD partnership. It outlines important issues surrounding the design and delivery of the CETLD Student Placement Programme.

Recommendations for the successful delivery of the programme include:

- Successful planning and delivery of work placements requires multi-party involvement (Ozbilgin & Tatli, 2006). The programme must be designed in a way, which complements institutional arrangements and existing partnerships between universities and host institutions.
- Students would benefit from an introductory programme such as getting to know the V&A and acknowledging their own preconceptions of the placement and what it might mean to them.
- Students need to have regular contact with their Project Supervisor for at least one hour a week in order to maintain minimum contact.
- Students should be seen as a group of co-learners whilst on placement. This could include joined up inductions and opportunities to meet and support each other regularly throughout the programme including virtual support such as web-logs, which would also contribute to the evaluation of the programme.

## **Aim**

The aim of the scoping report is to explore the context of museum and archive placements across the CETLD partnership through:

- a series of in-depth interviews with museum and archive staff to identify general information surrounding the design and delivery of student placements at their institution
- a review of key issues surrounding the design and delivery of work placements
- identification of further funding sources

The CETLD Student Placement Programme will offer an organised system for managing student placements across the CETLD partnership. It will create an interface between students and staff and will attempt to unlock the opportunities CETLD can offer students from the University of Brighton and the RCA. The infrastructure for hosting placements already exists but little is known on how it can best be supported across the partnership. At the end of the programme, we hope to establish a toolkit for developing student placements not only between CETLD partners but an exemplar, which other museums and higher education institutions might follow.

## Introduction

The aim of the Student Placement Programme is to provide 10 students from the University of Brighton and the RCA with the opportunity to engage in project work at one of CETLD's partner institutions including the V&A, RIBA, the University of Brighton and the RCA. The programme will be piloted in the Spring and Summer 2008. A similar initiative has been developed by the Centre of Excellence in Teaching and Learning in Applied Undergraduate Research Skills (CETL-AURS) at the Museum of English Rural Life, University of Reading. This scheme offers bursaries for student work placements at the University, some of which have included working with museum collections and archives.

The Student Placement Programme stems from baseline research into design students' use of museum collections and archives at the V&A. It responds directly to a need identified by students into learning about museum practice and behind the scenes access. It will bring together knowledge about the ways in which students learn from archives and museum collections and how resources located in Higher Education (UoB and RCA), museums (V&A) and professional institutions (RIBA) can best be drawn together. It also supports CETLD's strategic research into student learning spaces.

The Placement Programme will contribute to the academic excellence and expertise of CETLD's unique partnership. It will encourage students to conduct research and pursue academic interests outside their elected discipline. It will provide opportunities for students to work with academic staff, museum and archival experts.

The Student Placement Programme is funded and supported by the Centre of Excellence in Teaching and Learning through Design (CETLD).

## Definitions

It is important to clarify the distinction between museums and archives as it may have implications on students' preconceptions and subsequent experience of the work placement.

### Museums

The term museum encompasses a wide range of institutions when defined by the nature of their collections, size of operation and programmatic emphasis (Stedman 1990). They are unique cultural entities and have a long history associated with learning.

The Museums Association agreed definition says:

*Museums enable people to explore collections for inspiration, learning and enjoyment. They are institutions that collect, safeguard and make accessible artefacts and specimens, which they hold in trust for society<sup>1</sup>.*

Definitions of museums have been subject to intense scrutiny in recent years. It is interesting to compare this definition of a museum, with the old definition that it replaced.

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<sup>1</sup> This definition includes art galleries with collections of works of art, as well as museums with historical collections of objects.

*A museum is an institution that collects, documents, preserves, exhibits and interprets material evidence and associated information for the public benefit.*

It is significant that the emphasis on people has moved from the end of the definition to the beginning of it. One possible explanation for this is that museums have settled more firmly into patterns, which emphasise the importance of successful relationships with their audiences. This includes the creation and delivery of more tailored activities for specific audience groups (Hooper-Greenhill 1999, Xanthoudaki, Tickle et al. 2003).

### Archives

The National Archives website defines *archives* as documents in any medium that have been created by an individual, family, business or organisation during its existence and have been chosen to be kept permanently because they are considered to be of continuing value. These documents are unique and irreplaceable (National Archives 2008).

Archives are not just written documents on paper or parchment such as wills, diaries and letters. They may be photographs, audio-visual material like sound recordings and films, maps, plans and drawings, printed matter such as an organisation's minutes or accounts and information held in electronic form such as work processed documents, databases and web pages (Ibid).

### Work Placement

There are a wide range of terms used to refer to work placements. The National Council of Work Experience (NCWE 2006) provides definitions of alternative terms including:

*Sandwich and Industrial Placements:* a fixed period of assessed, paid work that forms part of a university degree. It often lasts for a full year.

*Work-based Project:* A specific piece of assessed work for university course, undertaken at an employer's premises.

*Work Placement:* A period of work experience, which can be paid or unpaid, and is part of a course of study. This can be arranged through the university with an employer or by the student and is for an agreed period of time.

*Internship:* A phrase that is increasingly used by large companies and refers to a placement within their organisation, usually over 6-12 weeks during the summer holiday.

The CETLD Student Placement Programme will use the term work placement as defined by London Centre for Arts and Cultural Enterprise to define a period of work in industry, which is recognised as a structured period of learning by the respective higher education and host institution of the student (LCACE 2008).

## **Research Method**

1. In-depth interviews with museum and archival staff to identify general information surrounding the design and delivery of student placements
2. Review of existing literature (academic and practitioner literature on work placements)
3. Scoping the range of work placements offered within the creative and cultural industries and identification of further sources of funding.

### **1. In-depth Interviews with Museum and Archive Staff**

A series of interviews were conducted with various museum and archive professionals across the CETLD partnership including Curators, Exhibitions staff, Archivists as well as Work Placement Co-ordinators, CETLD Project Fellows and lecturers and tutors.

As part of the interview process, the following issues were addressed:

- existing work placements at institutions
- good practice/examples of work placements
- models of evaluation for work placement practice
- opinions about the impact of work placements on host organisations
- mechanisms of feedback from students

### **2. Context of Student Placements - Review of Existing Literature (academic and practitioner literature on work placements)**

A desktop review of literature surrounding the design and delivery of student placements was conducted. The aim of the review was to provide contextual information about the role of work placements in supporting student learning.

### **3. Scoping the range of work placements offered within the creative and cultural industries and identification of further sources of funding.**

A desktop review was also conducted on the range of work placements offered by the creative and cultural industries and a review of funding options was also explored.

## Main Discussion

This report is structured into the following sections:

- Context and scoping of student placements including examples of partner and institutional schemes
- Design and delivery of the CETLD Student Placement Programme
- Sources of further funding
- Research Strategy Description
- Evaluation

### Context and Scoping of Student Placements: Review of Key Issues and Examples of Partner Wide and Institutional Schemes

*"The message for the (UK Research) Councils is that vacation bursary schemes offer added-value in the promotion and support of research careers, particularly through:*

- *Giving students a more realistic experience of a research position and research employment.*
- *Helping students make more informed career choices – even when the decision is that a research career does not suit them.*
- *Creating an excitement around research careers in the student body, when vacation bursaries are seen as attractive and prestigious opportunities.*
- *Motivating research staff with renewed enthusiasm about research careers, and providing them with opportunities to communicate this to a student audience."*

(EPSRC 2006) EPSRC Vacation Bursary Good Practice Event,  
2<sup>nd</sup> November 2006

The CETLD Student Placement Scheme is a modification of the UROP scheme developed by the Centre for Excellence in Teaching and Learning through Applied Undergraduate Research Skills (CETL-AURS) at the University of Reading.

Developed by the Massachusetts Institute of Technology (MIT), the UROP model offers undergraduate students the opportunity to undertake paid work experience alongside academic staff. The aim of the scheme is to help cultivate the minds of those students who were most engaged and interested in continuing their education beyond their degrees. From a government perspective, it was seen as a way of sustaining the knowledge economy of the country by mentoring the next generation of researchers.

A number of UK universities offer UROP schemes including Warwick University, Imperial College, London, University of Cambridge, Cardiff University and University of Reading. Sources of funding for UROP schemes include foundations such as the Wellcome Fund and Nuffield Trust, which provide bursaries for science based work placements. There is also a growing interest from UK Research Councils and higher education specialists about furthering the role of research for undergraduates.

Examples include:

#### University of Reading

The UROP scheme at the University of Reading was piloted in 2006/2007 and offered 17 placements across the institution. The pilot demonstrated that the



project could work well but needed a more open and competitive application process. UROP aims to attract the best and brightest undergraduate students. It now offers placements for up to 25 students each year that can complete a paid 6-week research placement (CETL-AURS 2008). It also administers the schemes and provides payments for the placements it funds<sup>2</sup>.

### University of Brighton

The Faculty of Arts and Architecture supports a wide range of work schemes through its various degree courses. This includes the new MDes course, which provides opportunities for 3D Design and Fashion students to undertake work placements both paid and unpaid in the creative and cultural industries. A full time member of staff is employed to coordinate these placements.

Placements are targeted at level 2 and 3 students between 9 and 12 weeks. Students are highly timetabled during the term so that most placements take place between May to December each year.

### **Research Context to Student Placements**

In recent years, the significance of industry to the economic and social well being of the UK has become the major driver for economic reforms of work-based learning. The work placement is useful way of supporting knowledge transfer between academia and industry and is actively supported by the UK government as a way of closing the gap between education and training. Coupled with the economic success of the UK's creative and cultural industries, which museums and archives are part, the work placement offers many benefits to the student, university and the host institution.

These include:

#### The student perspective

- contributing to students' employment prospects through gaining work experience, skills, knowledge of the industry and personal networks and contacts
- support the development of students' research skills related to their own discipline
- Supportive training from both the HEI and the host institution can build students personal and professional skills
- Clarification of future career goals
- Reinforce or increase students' desire to continue postgraduate education

#### The higher education institution

- Support the research output of staff, advancing the development of existing projects and providing initial funding to support the development of research bids (CETL-AURS 2008).

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<sup>2</sup> The University of Reading's Committee on University Bursaries and Scholarships has agreed in principle to fund the UROP scheme after the CETL ceases thus ensuring the sustainability of the project.

### The host institution

- Host organisations can provide access to professional experience and networks and may even offer employment to a select number of placement students

Research conducted by the Museums, Libraries, Archives (MLA) is attempting to establish an evidence base for the economic contribution of London's museums, libraries and archives, exploring broad conceptions of the knowledge economy including skills and adult learning. The MLA's report *London's Culture Equation* (2006) was welcomed by a wide range of stakeholders as the first attempt to explore how London's rich museum, library and archive sector contributes to economic prosperity of the capital. One important output was a strong and simple case for the value of the cultural sector in driving innovation and creativity in local businesses as well as a source of inspiration. This supports the need for links between museums, higher education institutions (HEIs) and businesses in the creative and cultural sectors to be strengthened. One way in which this can be achieved is through the work placement.

This research has been coupled with a growing concern in the museums and heritage sector about the way work experience can be obtained. Competition is very high for a limited number of spaces and there is often a lack of guidance on how to obtain work experience or strategies for developing a career in the sector. Maurice Davies, the Museums Association's Director working with the University of East Anglia (UEA) conducted research exploring entry to the museum workforce amidst concerns about low pay, lack of workforce diversity and fears there are too many applicants for some jobs and barely enough for others. He identified that the work placement although a potentially rich resource for museums, was offered in an ad-hoc and fragmentary way with many museums seeing work placements as a problem rather than an opportunity (Davies 2007). He argued that the current system focuses on individuals sourcing their own funding and gaining training. A key outcome of Davies' research was to support a movement away from the individual, towards the higher education institution and the employer. HEIs and employers need to share responsibility and encourage relevant support for new entrants (Davies 2007).

London Centre for Arts and Cultural Enterprise (LCACE), a consortium of eight universities, commissioned a scoping report funded by the Arts Council of England to research London based higher education institutions work placement practices in the creative and cultural industries. This included a series of recommendations about the success and practice of work placements, which has since led to the production of a TOOLKIT designed for students, universities and host organisations. Its aim is to provide formal and meaningful relationships for knowledge transfer and cultural exchange between all three parties. It provides information, templates and case studies which are designed to promote employability, accountability, high performance and fairness in work placement provision. The TOOLKIT also includes guidelines and examples, which will help the higher education institutions, the host organisations and students to more easily manage work placement processes (LCACE 2008). The CETLD Student Placement programme will make use of the LCACE TOOLKIT throughout its duration.

### **Successful Work Placement Schemes**

Partnerships between the HEI and the host institution are crucial for the success of work placements. Maurana, Beck et al. (2000) recommends the development of common goals including joint programmes. The educational purpose of the

placement should be supported by tutors from the HEI and the practical day to day management of the placement by the host institution.

The measurement and assessment of work placements can help to continue growth in this area. It is also recommended that:

- Support and training sessions are offered to students before the beginning of the work placement
- Structured and formal evaluation mechanisms are available both for students, HEIs and the host institution, this must be offered in a way which satisfies all those involved and can only be developed through tried and test methods
- Students are provided with a clear outline of their responsibility. Students that are given a high level of responsibility, situated within a clearly defined project are more likely to gain a lot more from their placement. It is important that tasks are clearly defined and expectations are managed

### **Situated Learning and Communities of Practice**

Cope, Cuthbertson et al. (quoted in Ozbilgin & Tatli, 2006) argue that the placement is a complex social and cognitive experience in which there are elements of situated learning. Situated learning is of great interest to pedagogy because it emphasises the importance of contextualised learning (Brown, Collins et al. 1989). Brown et al (1989) also argue that the context and the environment in which learning takes place is an integral part of what is learned.

Acceptance by the host institution's community of practice is another significant issue, which may impose certain difficulties for students unfamiliar with work-based culture. The term 'community of practice' was created by Lave and Wenger (1991) as a means of exploring the notion of situated learning within a particular domain of social practice (Benzie, Mavers et al. 2005). It seeks to define how we each be grouped into communities by our interests, skills and areas of knowledge, which we are all informally bound to. As Wenger also argues a community is practice is different from a community of interest or a geographical community, neither of which implies a shared practice. He defines community of practice along three lines:

- What it is about - A joint enterprise, which is understood and continually renegotiated by its members
- How it functions – Mutual engagement that binds members together in a social entity
- What capability it has produced – the shared repertoire of communal resources (such as routines, sensibilities, language etc) that members have shared over time (Wenger 1998)

Wenger (1989) also argues that learners learn by participating in a community of practice, they undertake tasks, which contribute to the overall productivity of the group. The newcomer is not just an observer but a participant too, contributing to the productive activity of the community. It is hoped over the course of a placement that students become 'legitimate participants' and they can develop whole view about what it is they are learning.

It is interesting to compare this to Falk's assertion about educational environments. He argues that there are three main educational sectors where learning can take place. This includes the formal education sector of schools and universities, the work place and the free-choice learning sector including museums (Falk 2002). The CETLD student placement programme offers students

the opportunity to explore learning over all three main domains. Evaluation of the programme will help to explore and identify students' reaction to this complex learning environment.

Drever and Cope (quoted in Ozbilgin & Tatli, 2006) recommend introducing students to the communities of practice model as a way of helping students to recognise and relate their theoretical and conceptual understanding of the work placement experience. Students that have part-time jobs may be more familiar with this concept or better equipped to deal with the culture of the workplace.

### **The Likely Problems Associated with Work Placements**

A successful placement is based on multi-party involvement in the design, delivery, monitoring and evaluation of placements. In practice this means the outlay of a clear job description, induction programme, monitoring and final appraisal (Ozbilgin and Tatli 2006).

Work placement programmes can present difficulties for institutions as well as students themselves. Employers may have different expectations of the placement and lack a collaborative overview with the HEI partner and the student themselves. Students too, may lack the right sort of learning skills and organisational status to deal with difficulties in the work place. They may for example, have a narrow focus on what they seek to gain from the placement and be motivated by academic credit rather than enjoying what the placement has to offer.

A lack of guidance from the host institution can be one of the largest threats to a successful and enjoyable placement. Host institutions are jointly responsible with the HEI for promoting and creating a positive discourse surrounding the placements. Both sectors must also have clear expectations of what the other wants and needs (Ozbilgin and Tatli 2006).

## **Design and Delivery of the CETLD Student Placement Programme**

### **Programme Format**

Full time second year undergraduate design students and MA postgraduate students from the RCA and University of Brighton can apply to take part in the Student Placement Programme (with the exception of students who are paid to do their degree by an employer). Applications can be accepted from any student regardless of their nationality.

Project Supervisors will submit project proposals to the V&A CETLD team outlining the nature of their project and tasks involved. Supervisors will indicate whether or not they wish to work with an undergraduate or postgraduate student. A Project Advisory Panel will meet to discuss applications and approve successful placements.

Students will register interest in the project initially followed by a CV and application form.

There will be a competitive bidding process for all student placements. Students will be selected based on the skills and expertise they can offer the host institutions including skills acquired outside their elected discipline such as working knowledge of a modern language.

### **Length of Placement**

It was suggested initially that placements would typically last 6 weeks full time during the summer vacation at the end of the second year for undergraduate and end of the first year for MA postgraduate students. However, it was recommended by supervisors that placements should be designed around the needs of each project and 'fit-in' with each institution's life cycle. As a result projects may be offered on both a part-time and full-time basis to coincide with timescales of partner institutions. Students on full-time placements will work a maximum of 36 hours per week. Part-time projects may run over several weeks and beyond the 6-week time-scale for the full-time placement (this will be in accordance with the nature of the project and the needs of the project supervisor). They will adhere to University of Brighton rules on the number of hours students can work during term time (10 hours per week maximum for undergraduate students). Some flexibility will be granted according to the nature of the project and the needs of the Project Supervisor.

### **Role of V&A CETLD staff**

The Research Fellow and Project Support Officer are responsible for the development of the programme. The CETLD Research Fellow is responsible for leading the programme with support from the Project Support Officer. The team will provide an initial point of contact for students who have any concerns or further queries. The team will endeavour to support students as much as they can but some concerns, depending on their nature, may be re-directed to a student's academic tutor or to the University of Brighton's Careers Centre.

### **Role of Project Supervisors**

Project Supervisors will outline information about the field of research, desired outcomes and activities that students will take on a placement including the percentage of time split between activities for example, 80% cataloguing and

20% help with exhibition display. The placement must provide genuine opportunities for students to develop research and transferable skills.

The project brief must outline the specific skills required by students. This will inform the basis of the selection criteria.

Project Supervisors will indicate their preferred start date on their project outline and if travel or work at another location is required will also be specified.

### **Role of the CETLD Project Advisory Panel**

A CETLD Project Advisory Panel has been established to monitor the Placement Programme.

The Advisory Panel will include core members of CETLD staff including the CETLD Manager, Higher Education Officer, Research Fellows and Project Support Officer. The V&A HE Officer and the University of Brighton Industrial Placement Co-ordinator have also agreed to participate.

The Panel will meet occasionally throughout the project, providing feedback on project progress, short-listing successful student placements and help with skills matching students to the right placement. It will help to steer the development of the programme and make suggestions for future development and sustainability.

### **Practical information**

#### **What Will the Placement Involve?**

Students should be provided with a clear job description, induction session and close monitoring in the form of a weekly meeting to provide the student with clear objectives and feedback based on his or her performance (LCACE 2006). This will ensure that the student has a positive experience whilst on placement.

##### **i) Induction**

Students will need support and training at the beginning of the work placement for example student inductions at the V&A could be led by the CETLD HE Officer who has recently developed an extension studies module called 'Breaking into the V&A' to support design student learning in the museum. The induction session will include an initial orientation of the placement and detailed explanation of what the placement will involve so that students have realistic expectations, which are reinforced each week through regular meetings with their Project Supervisor.

##### **ii) Ongoing Support**

Students will have a minimum one-hour progress meeting each week with their Project Supervisor to maintain contact although some supervisors may have more of a 'hands on' role with the student and be more actively involved in the day-to-day management of the placement.

### **iii) Peer Support and Reflection**

Students will be encouraged to support each other whilst on placement. Students will complete a weekly blog entry as part of the funding arrangements for the placement. It was recommended by CETLD partners, already familiar in such scheme that students are seen as part of a group rather than as individuals. Suggestions for supporting the student group might include joined up inductions particularly for students working in the same institution.

### **iv) Student Film**

A short film will be made about the students' experiences of their placement at the V&A. This will provide an insight behind the scenes of the museum and an opportunity for other students to learn more about museum and archival practices and students' reactions to them.

## **Recruitment**

Student placements will be advertised through formal networks at the University of Brighton and the RCA. This could include subject specific distribution lists, email, advertisements on student websites and tutor contact. Advertisements for the student placements will include a description of the project, its duration and where it will take place. It will also outline which design subjects should apply.

There will be a Placement Opportunities page on the CETLD web 2.0 site. This will outline details of projects and further information about applying for the placement.

RIBA has requested that CETLD student placements are also advertised on RIBA's website and branded with the RIBA logo. The Placement Programme will encourage partner institutions to foster placements as their own and take ownership of them.

Students will be asked to complete an application form accompanied by their CV. Students can apply for more than one placement but must submit one application for each placement.

The CETLD Advisory Panel will manage the coordination of students to placements through a process of skills matching. The board will select up to 5 applications for each placement. The Project Supervisor will then select 3 applications for interview. The Project Support Officer will coordinate interviews. The successful student will be notified and arrangements for the placement will begin.

## **Project Outputs**

It is envisaged at the end of each work placement that there will be:

- Completed project work at one of CETLD's partner institutions
- Completed evaluation forms by the student, which will explore what students gained from the process, how projects led to an increase in subject knowledge, employability and clarification of future career goals
- Completed evaluation forms by the Project Supervisor, which will provide evidence on project success and an appraisal of the student's performance

- Individual case study research exploring the impact of the placement on individual and collective student experiences. This will be combined with the Behind the Scenes research project (see appendix 2).



## Funding

Students will be paid a contribution towards their placement. There are two options:

- i. Contribution towards travel costs and subsistence
- ii. Stipend based on the UROP scheme

- i. Contribution towards travel costs and subsistence

This option will make a contribution towards the placement that will include travel and subsistence. This is the most economical option for funding the placement programme but is determined by the location and length of each placement.

- ii. Contribution based on UROP scheme

The UROP scheme at the University of Reading offers a weekly payment of £210 per week, which ensures that students are paid above the minimum wage. For full time students on a 6-week placement, the stipend is paid in two parts, half at the beginning of the placement and the remaining half on completion of the project. Final payment is dependent upon the satisfactory completion of the placement. Such a system is suitable for the management of full-time placements but could be difficult to administer for part-time placements.

Options for the funding of the Student Placement Programme have not been confirmed.

## Future Funding Beyond 2010

Sustainability is a key issue for all CETLD projects. One option for extending the project beyond its initial 12 month duration is to seek further funding. There are a range of organisations that could offer continuation funding detailed below:

Organisation	Funding	Options for Student Placement Programme
<b>Esmée Fairbairn Foundation</b> <a href="http://www.esmeefairbairn.org.uk">www.esmeefairbairn.org.uk</a>	Foundation offers grants in four areas of interest: <ul style="list-style-type: none"> <li>• Arts and Heritage</li> <li>• Education</li> <li>• Environment</li> <li>• Social Change</li> </ul>	The Foundation has not previously supported placements. It mostly provides grants to support the promotion of new strategies through the hiring of new staff.
<b>Art Design Media Subject Centre of the Higher Education Academy (ADM-HEA)</b> <a href="http://www.adm.heacademy.ac.uk">http://www.adm.heacademy.ac.uk</a>	The ADM-HEA offers funding to support: <ul style="list-style-type: none"> <li>• Transition programmes from higher education to employment, for example, preparation for self employment. Up to <b>£10,000</b> is</li> </ul>	

Organisation	Funding	Options for Student Placement Programme
	<p>available for projects resulting in research outcomes, and/or resources which relate to these transitions progression into, and through art, design and media higher education.</p> <ul style="list-style-type: none"> <li>• Development, completion and dissemination of creative research and/or development of projects in pursuit of innovative practice in the teaching and learning of art, design and media subjects. Funding of <b>£2,000</b> per project is offered.</li> </ul>	
<p><b>NESTA</b>  <a href="http://www.nesta.org.uk">www.nesta.org.uk</a></p>	<p>NESTA's aim is to foster partnerships within science, technology and the arts so that they will 'support and feed off each other'.</p> <ul style="list-style-type: none"> <li>• NESTA Connect funding focuses on academic or industrial research activity that creates innovation through the interaction of two or more disciplines or sectors.</li> </ul>	<p>NESTA does not offer defined applications for funding. Applications are accepted on an individual basis. NESTA will support programmes, which are about creating and enhancing partnerships. It is possible that the Student Placement Programme could be presented to NESTA in a way, which outlines the significance of the museum and higher education institution partnership. The application could include how the programme will support creative and innovative future leaders.</p>
<p><b>Leonardo</b>  <a href="http://www.leonardo.org.uk">www.leonardo.org.uk</a></p>	<p>The 'Leonardo' programme is part of the European Commission's new Lifelong Learning Programme and aims to</p>	<p>Leonardo provides funding for transnational partners, not UK institutions alone.</p>

Organisation	Funding	Options for Student Placement Programme
	<p>build a skilled workforce across Europe.</p> <p>All Leonardo projects involve working with European partners and helps organisations to build European partnerships, exchange best practice, increase staff expertise and develop the skills of learners.</p>	
<p><b>UROP</b> University Research Opportunities Programme</p>	<p>The Undergraduate Research Opportunities Programme provides an opportunity for undergraduate students to participate in real research. UROP has been established since 1981 and a number of universities offer this scheme. Students that have completed UROP schemes have gone on to establish careers in research and development both in the academic and commercial environments. Funding for existing UROP schemes are supported by the host institution with additional support from organisations such as the Nuffield and Wellcome Trust and relevant subject research councils.</p>	<p>Other options could include University Knowledge Transfer Funds although these are most often used to support SMEs rather than large publicly funded organisations such as the V&amp;A.</p> <p><a href="http://www.ktpcentre.co.uk">www.ktpcentre.co.uk</a></p>
<p><b>Arts &amp; Humanities Research Council</b> <a href="http://www.ahrc.ac.uk/">http://www.ahrc.ac.uk/</a></p>	<p>The AHRC is currently developing an integrated strategy for supporting research in UK museums, archives and libraries.</p> <p>An important step for the AHRC was to recognise that research takes place</p>	<p>An option for CETLD could be the 'AHRC Studentship Competition'. This provides students with the opportunity to submit an individual bid and is run a similar way to the current open competition.</p>

Organisation	Funding	Options for Student Placement Programme
	outside the higher education sector. There are eight organisations known as Independent Research Organisations (formally known as Academic Analogues), which enables them to apply directly for AHRC research funding. This programme pulls together existing funding opportunities and offers specific funding for certain activities. These include research project funding, partnerships, people and impact and evaluation.	

Each organisation offers the possibility of funding but there are a number of conditions and mechanisms by which funding is granted for example, the Wellcome Trust is more likely to support funding initiatives for Science and Medicine based subjects rather than arts and humanities based subjects. There is a need for further research on how best to support arts and humanities students on such schemes (personal correspondence with Joanna John, Project Officer, CETL-AURS, October 2007). Students are encouraged to do the same. It is a condition of the Placement Programme that if a student receives funding from another source they must inform CETLD and use alternative funding for the placement.

### **Research Strategy (see appendix 2)**

An important strand of CETLD's work at the V&A is to explore students' use of museum collections when learning about their subject. The Student Placement Programme offers the opportunity for case-study research into students understanding of museum and archival practices behind the scenes.

A joint research strategy has been developed for the Student Placement Programme and Behind the Scenes research project. The strategy will explore the pedagogic implications of what it means for students to work behind the scenes and the impact of the placement on students' understanding of museums. It is hoped that research and evaluation of the project will convince Research Councils and other funding bodies of the value of such placements by either directly funding such schemes or enabling funding through other sources.

Research conducted by the CETL-AURS into further sources of funding has identified that some UK Research Councils do not fund research training within grants, only research. They regard UROP schemes as training and state that if a research grant application includes funding for a placement that they will cut it out. However the EPSRC and BBSRC are now funding vacation scholarships by funding selected universities to manage and grant this funding. Research into this

is being led by the National Research Careers and Diversity Group (CETL-AURS, 2008).

## **Evaluation**

Evaluation is an important part of the Student Placement Programme. There has been limited research conducted into the evaluation of placement schemes and absence of procedures for exploring the long-term impact of placements on students' career aspirations. It is hoped that evaluation of the Student Placement Programme will provide a benchmark for future funding applications.

It is envisaged that the placements will enhance students' knowledge of museum and archival practices but also the way they approach their own learning of their subject. It may be difficult to evaluate this within CETLD's timeframe but along with other student research and evaluation programmes, the longitudinal impact of the placement programme may still need to be verified. The UROP scheme at CETL-AURS are developing an impact study and documenting students' skills through their personal development plans.

## **Technique for Evaluation**

A common method by which work placements are evaluated is based on the evaluation of student reports and diaries, which can also include annotations such as drawings and sketches. This is often conducted by the student's academic tutor and would be difficult to administer in context of the Student Placement Programme. We will however, attempt to capture students' attitudes and thoughts as they conduct their placement through the use of either an audio diary or a blog (a web-based diary or log, which has two important features – RSS and the ability for others to comment on diary/log entries). Both techniques are useful ways of capturing students' reflective and shared learning experiences.

There are multiple partners and perspectives involved in the CETLD programme. It is important that the evaluation of the programme encourages all those involved to comment and reflect upon their experience.

Evaluation will also consist of an appraisal by a member of staff at the host institution who is responsible for the student whilst he or she is on placement. The appraisal will take the form of a 30-minute discussion where the Project Supervisor and student will be invited to discuss their experiences of the placement.

Prior to the appraisal interview, the Project Supervisor and student will be invited to submit a questionnaire. Evaluation questions will explore how the project led to an increase in subject knowledge, employability and clarification of future career goals including a desire to continue in postgraduate education. Possible questions may include:

- impact on students in terms of employment opportunities
- impact on students' knowledge of the museum and archival practices
- impact on students' understanding of the world of work and the skills they require for the careers they may wish to pursue in the museums sector
- impact on students' future career plans (although this may be difficult to measure in the long term)
- students' recommendations for improving the work placement practice
- students' level of satisfaction from the work placement experience
- students' general feelings about the work placement experience

- the ways in which experiences of students from different gender and ethnic background differ

Project Supervisors will also be asked to review their experience of the placement, including information related to the following:

- process of matching students with their work placement role
- good practice/examples of work placements
- opinions about the impact of work placements on the organisation
- mechanism of feedback to the students and the project supervisor
- barriers to successful placements

Students' experiences will also be evaluated as part of a case study approach. This will involve an in-depth examination of students' critical and effective engagement with collections and archives. The case-study is a form of empirical inquiry that investigates a phenomenon within its real-life context.

### **Dissemination**

Students that participate in the project will become 'CETLD champions'. They will be asked to promote and disseminate their experiences of the Student Placement Programme at leading national conferences including the annual conference of the Centre for Learning and Teaching in Art and Design (CLTAD) and Group for Learning in Art and Design (GLAD) as well as additional conferences to be sourced throughout the year.

### **Examples of project placements which involve museum collections**

#### Countryside Issues Resource Project, Museum of English Rural Life at the University of Reading, CETL-AURS

This involves the design of new teaching and student resources using the Museum of English Rural Life's library and archive collections for a new 'Public Understanding of Countryside Issues' module for the School of Agriculture, Policy and Development at the University of Reading. The successful applicant will create research guides for students taking the module or undertaking research in the area, as well as for non-specialist audiences visiting the museum. Her or she will draft a general introductory reading list, draft lists for specific topics, and create a guide to the archival resources that are available and resource packs of materials and documents to be used in teaching specific topics. Finally he or she will create a poster to advertise the new resources at MERL. The project will help to provide the student with scanning and publishing skills, learn how to access archival documents and use a specialist library.

#### Film Cataloguing and Marketing Project, Museum of English Rural Life at the University of Reading, CETL-AURS

This project involves compiling footage listings for films taken as part of the Rural Crafts Today project. This is a series of 10 films about rural crafts people currently at work around England. The listing creation is the first step towards editing these films and making them accessible to the general public. The other part of the project involves the creation of marketing materials to promote the recently catalogued film archives in the form of a resource guide for film students/researchers and editing a film to be shown at the MERL summer spectacular, plus a poster to advertise the collections to prospective students, as well as those in the School of Film, TV and Drama.

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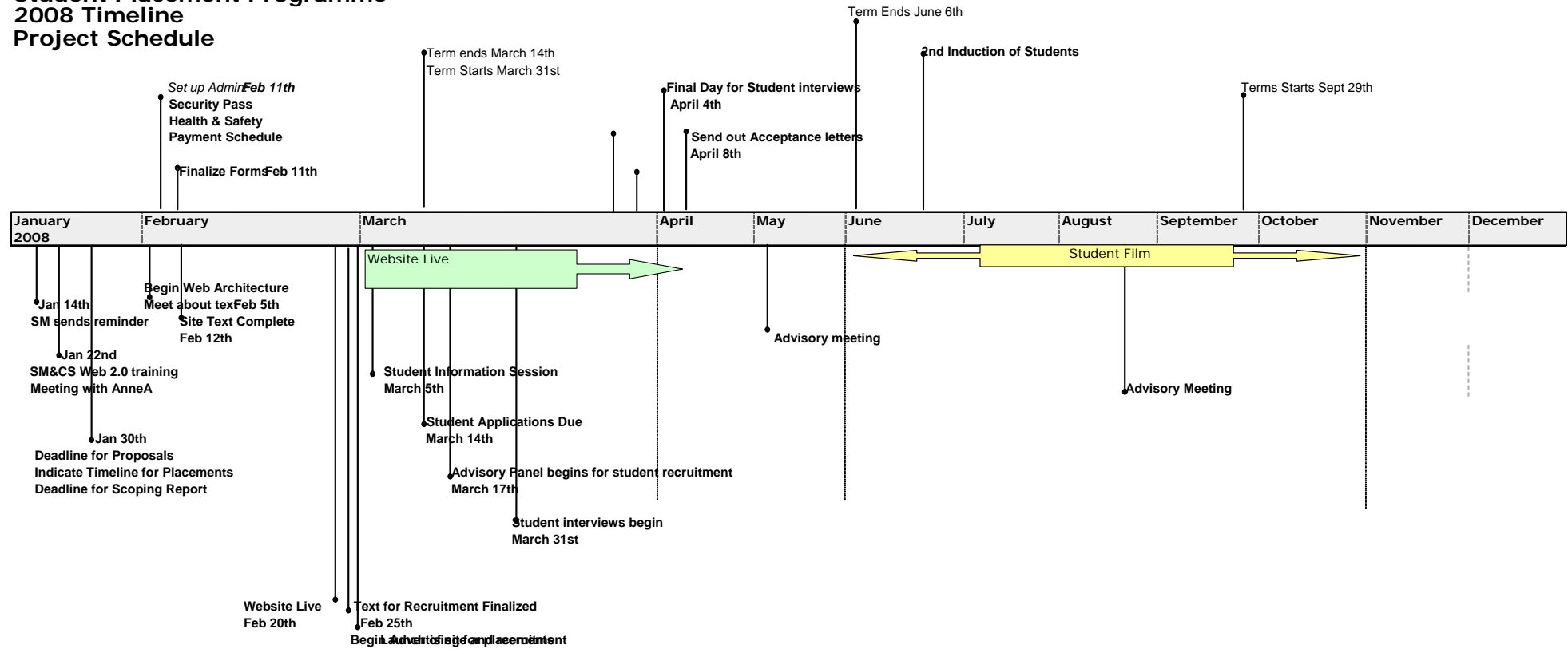
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# Appendices

## Appendix 1

### Student Placement Programme 2008 Timeline Project Schedule





**University of Brighton**

## **Appendix 2**

### **CETLD Joint Project Strategy: Behind the Scenes Research Project and Co-learning with Museums and Archives**



**Royal College of Art**  
Postgraduate Art & Design

**RIBA** 

**V&A**

## **Joint Project Research Strategy**

### Background to projects:

Both the CETLD Student Placement Programme and Behind the Scenes research project respond directly to the needs of design students' use of museum collections at the V&A, in particular students' clearly perceived desire for behind the scenes access. This joint research and evaluation strategy will provide a framework to the research conducted into behind the scenes access and evaluation of the Student Placement Programme.

The research will take the form of mainly qualitative research using a version of grounded theory, whereby we gain 'an understanding about how persons or organizations or communities experience and respond to events that occur' (Corbin & Holt, 2004; 49). This will help to identify concepts or emerging themes, which can be analysed and tested with subsequent data collection. Research conducted as part of the Behind the Scenes project will influence evaluation questions conducted with students on placement. Responses from students on placement will shape future research questions as part of the Behind the Scenes programme. In this way, data collection and analysis are alternated so concepts can evolve and refine. The resultant grounded theory provides a sound basis for making recommendations and judgements about behind the scenes access and the success of the Student Placement Programme.

The concept of situated learning developed by Lave & Wenger will provide a theoretical underpinning to this joint strategy. Cope, Cuthbertson et al. (2000) argue that the placement is a complex social and cognitive experience in which there are elements of situated learning. Situated learning is of great interest to pedagogy because it emphasises the importance of contextualised learning (Brown, Collins et al. 1989).

Acceptance by the host institution's community of practice is another significant issue, which may impose certain difficulties for students unfamiliar with work-based culture. The term 'community of practice' was created by Lave and Wenger (1991) as a means of exploring the notion of situated learning within a particular domain of social practice (Benzie, Mavers et al. 2005). It seeks to define how we each be grouped into communities by our interests, skills and areas of knowledge, which we are all informally bound to. Both situated learning and the communities of practice theory are pertinent to museum based learning.

### Research outline:

Both projects will work closely together to maximise the impact of each other's research.

The first stage of the Behind the Scenes project is working with the following people:

- c. 10 University of Brighton tutors (Interviews)
- c. 15 museum staff, from curatorial and educational backgrounds (Interviews)
- c. 15 University of Brighton undergraduate students (Personal Meaning Mapping exercise in conjunction with museum visit).

The data collection for this stage will be completed by the end of April 2008.

## **Museum Perspective**

The interviews with museum staff are aimed at investigating what a variety of museums currently offer in the way of behind the scenes access, and also what they consider the purpose of such access to be. Analysis of this material should lead to the development of a number of concepts surrounding these issues.

The Student Placement Project has worked with 9 members of staff from the partner institutions (V&A, University of Brighton, RIBA and RCA) to develop summer placements for students from Brighton and the RCA (Level 2 and Postgraduate students were initially invited to apply).

This research aims to consider the effect of the placements not just on the students that undertake them, but on the staff that oversee them as well. The results of the first stage of Behind the Scenes museum interviews will lead to the formation of post-placement interviews with placement supervisors.

These will take place at the end of each placement. Interviews will continue to be conducted with museum staff from other institutions for the Behind the Scenes project. This will take place in July/August 2008.

This phase of research will eventually comprise:

- a) An overview of current behind the scenes provision in museums
- b) Consideration of the constraints faced in offering this access
- c) Awareness of the benefits of this access
- d) Detailed information about 9 placements in 4 institutions.

## **Student Perspective**

A behind the scenes visit to the V&A will be conducted with 2 separate groups of undergraduate students from the University of Brighton: a total of 15 students (to be confirmed).

Both groups will visit the Fashion Department, and be given a tour by Susan North, Curator of 17th & 18th Century Fashion. Afternoon activities will be different: one group visited the Blythe House archive, and the other will visit the China Design Now exhibition at the V&A.

All students will undertake a personal meaning mapping exercise. This is designed to try and understand what students understand by the phrase 'Behind the Scenes', and how they relate this kind of access to their work and their learning within the museum.

There will also be eight students undertaking placements at the four partner institutions over the course of 2008. They will be having very individual and directed experiences, and it is important to capture the effect of these.

All eight students will be required to keep an online diary/blog of their experiences, with weekly or fortnightly entries, and all will undertake a short post-placement interview.

It is proposed to conduct a more detailed case study with one placement student from each of the four institutions. This will involve a pre-placement interview with the students as well as the blog and the post-placement interview. Students

will be contacted six months after the end of each placement to review the impact it made on their studies and future career aspirations.

The aim of this research is to

- a) Evaluate the placements as both learning experiences for the students, and as useful activities for the host institutions.
- b) Inform and enrich the Behind the Scenes research with detailed exploration of student learning in a behind the scenes environment.

All the placements will be completed by November 2008. It is proposed that a further tranche of behind the scenes research with a group of students may take place in the autumn term, to investigate further the results and conclusions drawn from the student placement project.