

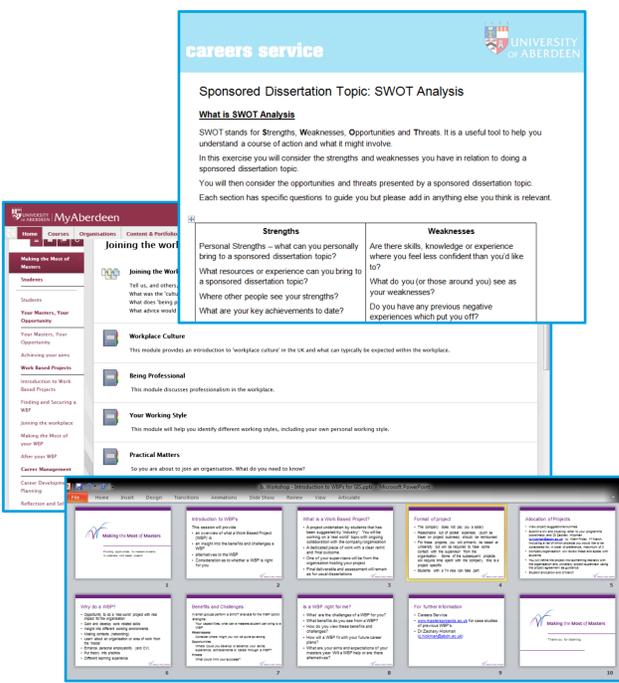
Making the Most of Masters aims to create more opportunities for taught postgraduate students to undertake work based projects (WBPs). As part of this, the team have developed a suite of resources, or a 'toolkit', available to any Scottish HEI wishing to embed this option within their curriculum. For further information see www.mastersprojects.ac.uk

Too General or Too Specific – Finding the Middle Ground

A major challenge was developing resources that are generic enough to suit any masters programme and/or student but not so generic as to be of no use to anybody. For example, the requirements of a company offering a project in a technologically sensitive subject such as Biotechnology are very different to those of a small charity offering an International Development project. Similarly, as taught postgraduate students come from a diverse background, their motivations for choosing to study at masters level differ widely, as does the support they require in order to achieve their aims.

The Toolkit Includes

- Guide to WBPs for University Staff
- Information for Host Organisations
- Marketing Material
- Student Support Resources
- Project Agreement
- Student Industry Projects (SIP)
- Feedback Surveys
- Case Study templates

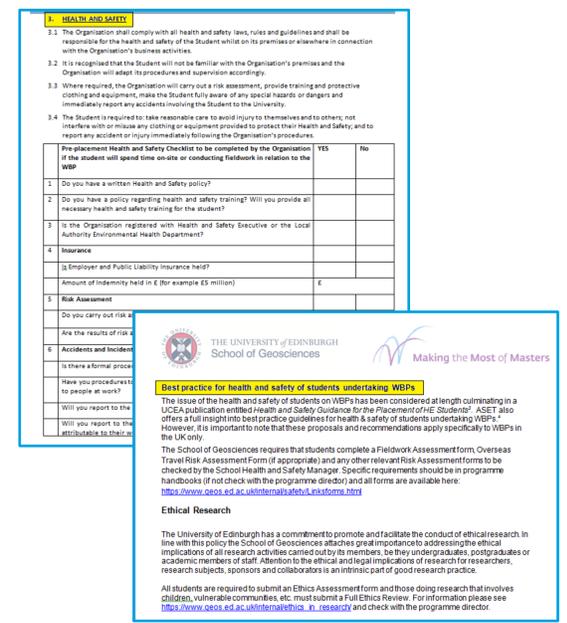


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Sponsored Dissertation Topic: SWOT Analysis

What is SWOT Analysis
SWOT stands for Strengths, Weaknesses, Opportunities and Threats. It is a useful tool to help you understand a course of action and what it might involve. In this exercise you will consider the strengths and weaknesses you have in relation to doing a sponsored dissertation topic. You will then consider the opportunities and threats presented by a sponsored dissertation topic. Each section has specific questions to guide you but please add in anything else you think is relevant.

Joining the world of work
This module provides an introduction to 'workplace culture' in the UK and what can typically be expected within the workplace. This module discusses professionalism in the workplace. This module will help you identify different working styles, including your own personal working style. To be an adept job applicant, what do you need to know?



HEALTH AND SAFETY

3.1 The Organisation shall comply with all health and safety laws, rules and guidelines and shall be responsible for the health and safety of the Student whilst on its premises or elsewhere in connection with the Organisation's business activities.

3.2 It is recognised that the Student will not be familiar with the Organisation's premises and the Organisation will assist in procedures and supervision accordingly.

3.3 Where required, the Organisation will carry out a risk assessment, provide training and protective clothing and equipment, make the Student fully aware of any special hazards or dangers and immediately report any accidents involving the Student to the University.

3.4 The Student is required to take reasonable care to avoid injury to themselves and to others; not interfere with or misuse any clothing or equipment provided to protect their Health and Safety; and to report any accident or injury immediately following the Organisation's procedures.

Pre-placement Health and Safety Checklist to be completed by the Organisation	YES	No
1 Do you have a written Health and Safety policy?		
2 Do you have a policy regarding health and safety training? Will you provide all necessary health and safety training for the student?		
3 Is the Organisation registered with Health and Safety Executive or the Local Authority Environmental Health Department?		
4 Insurance		
5 Employer and Public Liability Insurance held?		
6 Risk Assessment		
7 Accidents and Incidents		

Best practice for health and safety of students undertaking WBPs

The issue of the health and safety of students on WBPs has been considered at length culminating in a UKCA publication entitled 'Health and Safety Guidance for the Placement of HE Students'. ASSET also offers a full insight into best practice guidelines for health & safety of students undertaking WBPs. However, it is important to note that these proposals and recommendations apply specifically to WBPs in the UK only.

The School of Geosciences requires that students complete a Fieldwork Assessment form. Overseas Travel Risk Assessment Form (if appropriate) and any other relevant Risk Assessment forms to be checked by the School Health and Safety Manager. Specific requirements should be in programme handbooks (if not check with the programme director) and all forms are available here: https://www.geosci.ed.ac.uk/intermediate/intermediate_students.htm

Ethical Research

The University of Edinburgh has a commitment to promote and facilitate the conduct of ethical research in line with this policy the School of Geosciences attaches great importance to addressing the ethical implications of all research activities carried out by its members, be they undergraduates, postgraduates or academic members of staff. Attention to the ethical and legal implications of research for researchers, research subjects, sponsors and collaborators is an intrinsic part of good research practice.

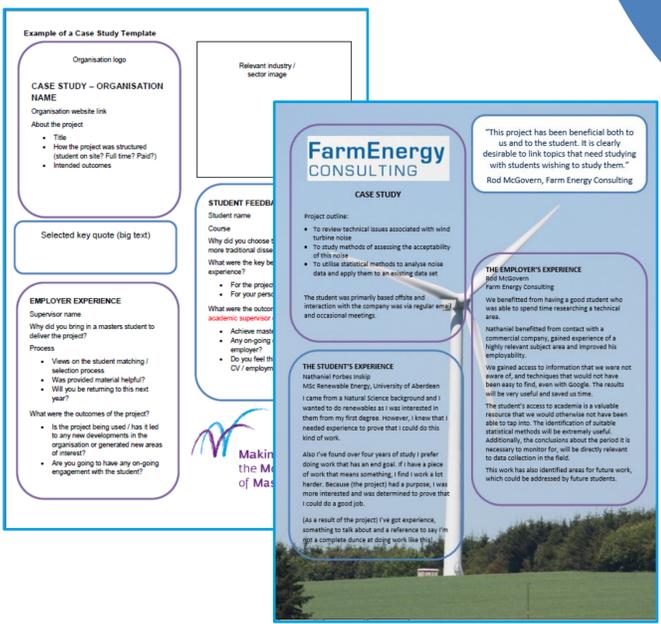
All students are required to submit an Ethics Assessment form and those doing research that involves children, vulnerable communities, etc. must submit a Full Ethics Review. For information please see https://www.geosci.ed.ac.uk/intermediate/ethics_research and check with the programme director.

Our Approach: Build a Skeleton

Resources were developed that have a high degree of flexibility through the use of skeleton documents that can be tailored for individual needs. This includes different modes of delivery (e.g. online versus face to face) and a 'pick and mix' approach on content.

Student support resources can be delivered via a virtual learning environment or workshops. All can be tailored and a 'pick and mix' approach is suggested to ensure the most relevant materials are available to students.

Documents can be customised to incorporate your school or programme specific information. For example, here the 'health and safety' section of the Project Agreement form has been replaced by the Schools' own Best Practice information.



Example of a Case Study Template

CASE STUDY – ORGANISATION NAME
Organisation website link
About the project
Title
How the project was structured (student on site? Full time? Part?)
Intended outcomes

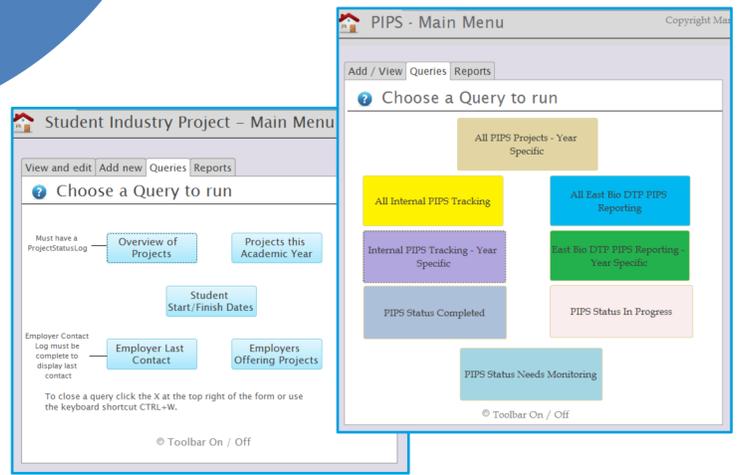
STUDENT FEEDBACK
Student name
Course
Why did you choose this more traditional class?
What were the key experiences?
For the project
For your peers
What were the outcomes of the project?
Views on the student matching / selection process
Was provided relevant help?
Will you be returning to this next year?
Are you going to have any on-going engagement with the student?

EMPLOYER EXPERIENCE
Superior name
Why did you bring in a masters student to deliver the project?
Views on the student matching / selection process
Was provided relevant help?
Will you be returning to this next year?
Are you going to have any on-going engagement with the student?

THE STUDENT'S EXPERIENCE
I came from a Natural Science background and I wanted to do renewables as I was interested in them from my first degree. However, I knew that I needed experience to prove that I could do this kind of work.
Also I've found over four years of study I prefer doing work that has an end goal. If I have a piece of work that means something, I find work a lot harder. Because the projects had a purpose, I was more interested and was determined to prove that I could do a good job.
As a result of the projects I've got experience, something to talk about and a reference to say I'm got a complete degree at doing work like this.

THE EMPLOYER'S EXPERIENCE
I was identified from having a good student who was able to spend time researching a technical area.
I had benefited from contact with a commercial company, gained experience of a highly relevant subject area and improved his employability.
We gained access to information that we were not aware of, and techniques that would not have been easy to find, even with Google. The results will be very useful and saved us time.
The student's access to academia is a valuable resource that we would otherwise not have been able to tap into. The identification of suitable statistical methods will be extremely useful. Additionally, the conclusions about the project is necessary to monitor for, will be directly relevant to data collection in the field.
This work has also identified areas for future work, which could be addressed by future students.

THE PROJECT'S BENEFIT
"This project has been beneficial both to us and to the student. It is clearly desirable to link topics that need studying with students wishing to study them."
Rod McGovern, Farm Energy Consulting



Student Industry Project – Main Menu

View and edit | Add new | Queries | Reports

Choose a Query to run

Must have a ProjectStatusLog

- Overview of Projects
- Projects this Academic Year
- Student Start/Finish Dates
- Employer Last Contact
- Employers Offering Projects

Employer Contact Log must be complete to display last contact

To close a query click the X at the top right of the form or use the keyboard shortcut CTRL+W.

© Toolbar On / Off

The SIP database, used to keep track of projects and organisations, can be fully customised both in its look and feel and in the queries and reports available. Here additional queries have been added.

Blank templates, such as the case study here, can be customised and populated with your own information