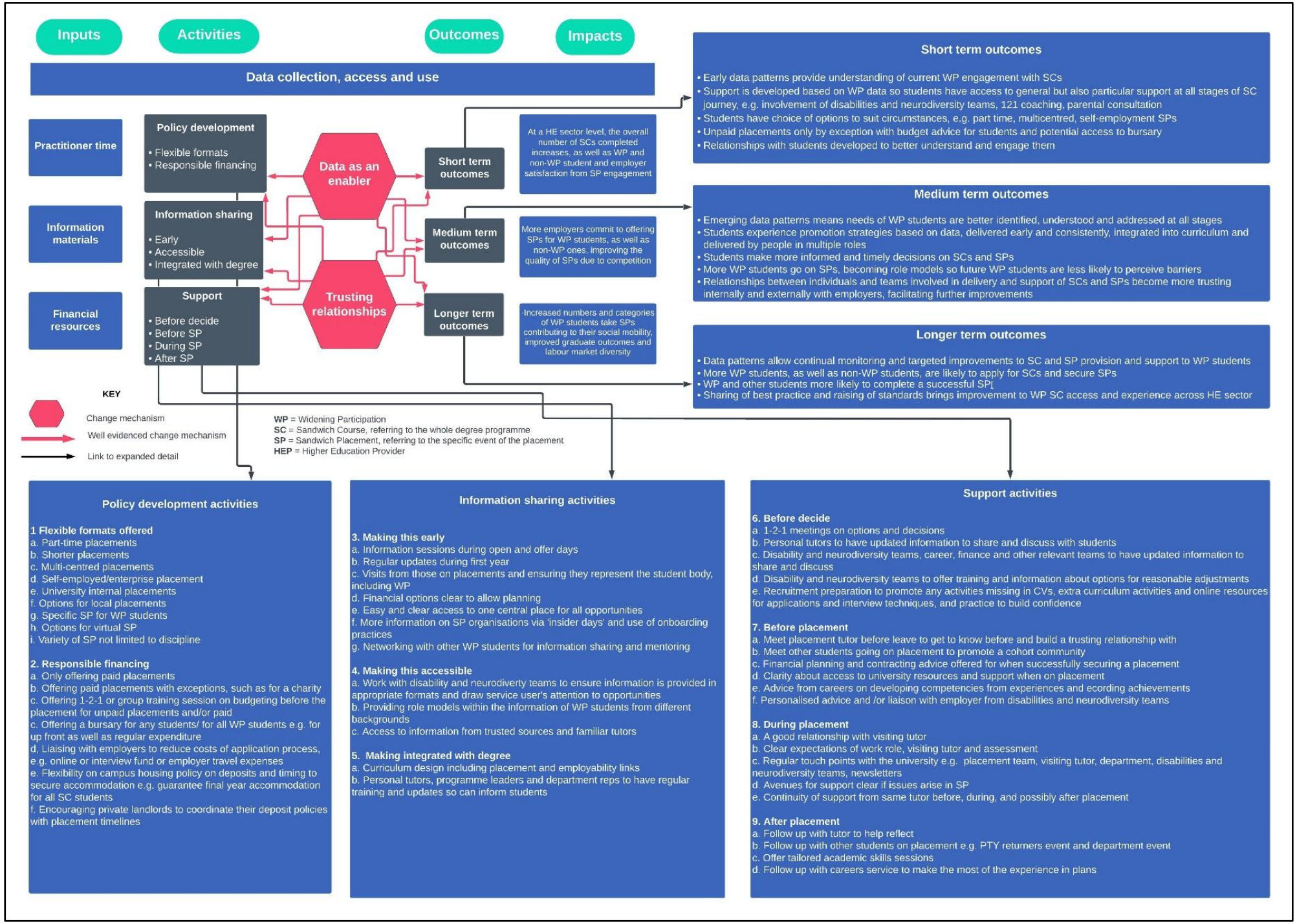
Inputs
Activities
Outcomes
Impacts
Data collection, access and use
Practitioner time
Information materials
Financial resources
Policy development
• Flexible formats
• Responsible financing
Information sharing
• Early
• Accessible
• Integrated with degree
Support
• Before decide
• Before SP
• During SP
• After SP
Data as an enabler
Trusting relationships
Short term outcomes
Medium term outcomes
Longer term outcomes
At a HE sector level, the overall number of SCs completed increases, as well as WP and non-WP student and employer satisfaction from SP engagement
More employers commit to offering SPs for WP students, as well as non-WP ones, improving the quality of SPs due to competition
Increased numbers and categories of WP students take SPs contributing to their social mobility, improved graduate outcomes and labour market diversity
Short term outcomes
• Early data patterns provide understanding of current WP engagement with SCs
• Support is developed based on WP data so students have access to general but also particular support at all stages of SC journey, e.g. involvement of disabilities and neurodiversity teams, 121 coaching, parental consultation
• Students have choice of options to suit circumstances, e.g. part time, multicentred, self-employment SPs
• Unpaid placements only by exception with budget advice for students and potential access to bursary
• Relationships with students developed to better understand and engage them
Medium term outcomes
• Emerging data patterns means needs of WP students are better identified, understood and addressed at all stages
• Students experience promotion strategies based on data, delivered early and consistently, integrated into curriculum and delivered by people in multiple roles
• Students make more informed and timely decisions on SCs and SPs
• More WP students go on SPs, becoming role models so future WP students are less likely to perceive barriers
• Relationships between individuals and teams involved in delivery and support of SCs and SPs become more trusting internally and externally with employers, facilitating further improvements
Longer term outcomes
• Data patterns allow continual monitoring and targeted improvements to SC and SP provision and support to WP students
• More WP students, as well as non-WP students, are likely to apply for SCs and secure SPs
• WP and other students more likely to complete a successful SP[
• Sharing of best practice and raising of standards brings improvement to WP SC access and experience across HE sector
KEY
Change mechanism
Well evidenced change mechanism
Link to expanded detail
WP = Widening Participation
SC = Sandwich Course, referring to the whole degree programme
SP = Sandwich Placement, referring to the specific event of the placement
HEP = Higher Education Provider
Policy development activities
1 Flexible formats offered
a. Part-time placements
b. Shorter placements
c. Multi-centred placements
d. Self-employed/enterprise placement
e. University internal placements
f. Options for local placements
g. Specific SP for WP students
h. Options for virtual SP
i. Variety of SP not limited to discipline
2. Responsible financing
a. Only offering paid placements
b. Offering paid placements with exceptions, such as for a charity
c. Offering 1-2-1 or group training session on budgeting before the placement for unpaid placements and/or paid
c. Offering a bursary for any students/ for all WP students e.g. for up front as well as regular expenditure
d, Liaising with employers to reduce costs of application process, e.g. online or interview fund or employer travel expenses
e. Flexibility on campus housing policy on deposits and timing to secure accommodation e.g. guarantee final year accommodation for all SC students
f. Encouraging private landlords to coordinate their deposit policies with placement timelines
Information sharing activities
3. Making this early
a. Information sessions during open and offer days
b. Regular updates during first year
c. Visits from those on placements and ensuring they represent the student body, including WP
d. Financial options clear to allow planning
e. Easy and clear access to one central place for all opportunities
f. More information on SP organisations via 'insider days' and use of onboarding practices
g. Networking with other WP students for information sharing and mentoring
4. Making this accessible
a. Work with disability and neurodiverty teams to ensure information is provided in appropriate formats and draw service user's attention to opportunities
b. Providing role models within the information of WP students from different backgrounds
c. Access to information from trusted sources and familiar tutors
5. Making integrated with degree
a. Curriculum design including placement and employability links
b. Personal tutors, programme leaders and department reps to have regular training and updates so can inform students
Support activities
6. Before decide
a. 1-2-1 meetings on options and decisions
b. Personal tutors to have updated information to share and discuss with students
c. Disability and neurodiversity teams, career, finance and other relevant teams to have updated information to share and discuss
d. Disability and neurodiversity teams to offer training and information about options for reasonable adjustments
e. Recruitment preparation to promote any activities missing in CVs, extra curriculum activities and online resources for applications and interview techniques, and practice to build confidence
7. Before placement
a. Meet placement tutor before leave to get to know before and build a trusting relationship with
b. Meet other students going on placement to promote a cohort community
c. Financial planning and contracting advice offered for when successfully securing a placement
d. Clarity about access to university resources and support when on placement
e. Advice from careers on developing competencies from experiences and ecording achievements
f. Personalised advice and /or liaison with employer from disabilities and neurodiversity teams
8. During placement
a. A good relationship with visiting tutor
b. Clear expectations of work role, visiting tutor and assessment
c. Regular touch points with the university e.g. placement team, visiting tutor, department, disabilities and neurodiversity teams, newsletters
d. Avenues for support clear if issues arise in SP
e. Continuity of support from same tutor before, during, and possibly after placement
9. After placement
a. Follow up with tutor to help reflect
b. Follow up with other students on placement e.g. PTY returners event and department event
c. Offer tailored academic skills sessions
d. Follow up with careers service to make the most of the experience in plans