The working student on campus:

an investigation into working students' attitudes and motivations towards their employment on campus and the impacts upon their learning habits.

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Abstract

This thesis explores the impact on students of one of the UK's first university wide student 'jobs on campus' programmes. It considers what motivates students to work on campus, the skills they develop as a result and the impact it has on their attitudes and approaches to learning.

These outcomes have been recorded at Universities in the USA where tuition fees and student employment programmes on campus have been in place for many years. However, the phenomenon of tuition fees is relatively new in the UK and students and universities are finding ways to address the implications. The majority of students who attend Universities in the UK take up paid employment alongside their studies in order to finance their student life (NASES and NUS 2012). For many this will be off-campus employment which has been shown through studies to have a negative impact on student success (Astin,1993). However, a positive effect has been recorded for those students who work on campus where a supportive and more flexible working environment is conducive to student learning (Pascarella and Terenzini, 2005).

This thesis contributes to sectoral knowledge as very few studies of this approach have taken place in the UK and it will help inform organisations or individuals seeking to embrace this new type of offer for students. The findings add to the body of evidence and enable comparison with research in this area from around the world (Zlotkowski et al, 2006; Perna, 2010; Simòn et al, 2017).

This thesis takes a mixed methods approach and used a case study methodology as the research sought to investigate the real-life impact on students of working on campus on their learning habits and attitudes to study. The study involved a qualitative survey of 153 students drawn from across Birmingham City University who were in paid roles on campus. This was followed up by three focus groups with students to enable some of the survey findings to be further explored.

The results indicate that working on campus has beneficial impacts on student attitudes to the University and their skills development. The key findings are that students exhibit significant improvements in confidence; a variety of skills are enhanced; there is a positive change in the nature of relationships with University

staff; and students state they are more motivated to succeed in their academic careers. Therefore, this thesis suggests that student employment programmes on campus can have a positive impact on student learning. In particular, a targeted use of such a job on campus might be beneficial, especially for those students who are classified as being as more at risk of failure. The enhancing of student confidence and the provision of new supportive staff and student networks could strengthen student resilience and support retention activities.

Chapter 1: Introduction

This Chapter sets the scene for the investigation that has been undertaken. It offers a context around why the subject was identified for scrutiny, how a research focus was generated and introduces the research questions. It concludes by explaining the structure of the thesis as it leads into the next chapter, the Literature Review.

1.1 The context

In 2012, as Head of Student Engagement within the Centre for Enhancement of Learning and Teaching (CELT) at Birmingham City University (BCU), I led the development of the 'Student Jobs on Campus' initiative. The purpose of the initiative was to create a greater sense of community at the University through the employment of students within all aspects of the University's operation. This was centred around a desire to start to break down the perceived distinction between 'Them and Us' or 'Students versus Staff'. The initiative sought to address elements of this potentially divisive dynamic between the two groupings and enable the creation of a new sense of community at the University.

There were various reasons for why the University's senior management saw this as being a worthwhile initiative which varied from the moral perspective of wanting to support student development, to the financial aspect that it may save the university money through lower fees being paid to agency staff. These will be discussed further in the second chapter through the literature review.

Having been a key player in this initiative and being able to see how the service has developed over the subsequent years, I was intrigued to discover what impact working on campus had on the students who took up that opportunity and if it had resulted in any of the institutional change that was envisaged around the issue of community generation.

From the encounters I have had with students working at the University, from investigations with similar schemes and partners around the world and from reviewing some of the educational literature on the subject I began to draw together my initial thoughts. This manifested itself in the view that student employment on

campus enhances student attitudes and behaviours towards their learning experience. In particular, it may be beneficial for the individual student's experience, in terms of their personal and professional development, at an institutional level, for the University through greater student satisfaction and the development of a real sense of belonging and community.

The research I embarked upon, and that is reported within this dissertation, investigates this perspective and seeks to determine whether this statement has any resonance with the actual experience of students working on a university campus in the UK. It also reflects upon the institutional implications of students working on campus and lessons that could be learnt and shared with the higher education sector.

1.2 Background

In February 2012, the University applied to the Higher Education Academy's Change Academy programme to lead an initiative that would create a student employment service on campus for BCU students (Appendix 1).

The focus of that initiative was to create an employment service that put students at the heart of the university through placing them in job roles within all aspects of the University's provision. Through this action senior managers hoped to build a greater sense of community between staff and students, as evidenced in the Change Academy application 'Enhancing engagement in the academic community through the employment of students and recent graduates' (Appendix 1). They believed that this service could improve student satisfaction and success at the university and help students get a better, graduate level job through enhanced employability skills. From a financial perspective, senior managers also saw the opportunity for financial savings through employing students rather than more expensive agency staff. In 2010, the University had spent £1.7 million on temporary staffing through agencies as detailed in the paper from Change Academy group to University Directorate (Appendix 2).

The University had developed a national reputation for its work in student engagement that saw students work alongside academic staff on pedagogically

related initiatives. In 2010 the Student Academic Partners (SAP) initiative was awarded the Times Higher Education award for Outstanding Support for Students and in 2013 the student engagement work at BCU won the first HEA and National Union of Students institutional partnership award. These awards recognised the sector leading partnership work that sought to improve the quality of the student learning experience. This would normally involve a group of students working with academic staff to develop new resources or create new opportunities across the programme or school (Nygaard et al, 2013; Freeman et al, 2014; Millard and Hargreaves, 2015; Curran and Millard 2016; JISC 2016).

These partnership activities were captured within the SAP programme. This was run collaboratively with Birmingham City University Students' Union (BCUSU), and supported around 60 projects each year. This resulted in the employment of around 200 students each year in SAP projects. Internal evaluation around the SAP programme provided data that suggested that students were getting greater value from these activities than was initially planned. A key purpose of the programme had been to create a greater sense of community and develop the relationship between students and staff so that enhanced learning experiences were created.

In addition, students who participated, known as student academic partners revealed significant insights around the development of their relationships with staff:

"'I think when you come and work in an environment where they are talking more openly and freely with you, you get a lot more of a sense of what they do so I have more respect for the course and how much time and effort goes into it. You see them in not just a lecturing role, you see them more as real people." (Nygaard et al, 2013: 115)

This kind of response suggested that the programme was creating a greater sense of learning community that had been one of the key drivers. Discussions with students and staff also revealed that additional learning experiences were taking place that were more focused around skills development and employability learning. The creation of employability focused learning experiences had not been a principle behind the rationale for the creation of SAP, but it was rapidly developing as a key strength of the programme. Students and staff reported consistently on the project management, communication and leadership skills that were being developed

through the student roles in which they engaged. An undergraduate second year BSc Television Media student reported:

"I feel this project has prepared me for working to a brief in the professional world, as although we practice and undertake these types of assignments within University time, this project felt very professional and serious". (Nygaard et al: 2013: 83)

The need for students to find work alongside their studies was being partially driven by the UK Government when it introduced the white paper *Putting students at the heart of the system* (BIS 2011). This reinforced the market led approach to higher education in the UK and ensured that the need for students to pay academic fees was embedded into the future financial structures of the university sector. The concept of students paying substantial academic fees is more established in some countries, notably the USA, and one of the responses of universities there has been to create student employment opportunities within the university so that students can work on campus to support their studies financially. The literature review, in chapter two, will explore the benefits and challenges of this approach and consider how universities and the sector have developed approaches in this area.

1.3 Taking student engagement further

By 2012, SAP had been in existence for four years and there was a perception in amongst the CELT leadership team was that this area of work was becoming slightly stale and needed to take a new direction and develop further. We were beginning to question whether student engagement could only impact on academic development activities or if it could be deployed to influence other areas of the university's operation. In an attempt to answer these questions discussions were undertaken with similar initiatives and like-minded thinkers across the UK and overseas to explore alternative ways forward.

One such visit saw a CELT team invited to Copenhagen Business School (CBS) to meet with colleagues from its equivalent, Learning Lab. Discussions revealed that Learning Lab employed a great many students, both undergraduate and postgraduate, to support and deliver core aspects of its work and that this approach had been further adopted across other areas of the University. The integration

between students and academic staff and the shared approaches was inspiring and led to the new path of work being explored in this research.

Further investigations across the sector as to whether anything like this approach had been explored in the UK higher education sector revealed that the Higher Education Funding Council for England (HEFCE) had undertaken some exploratory work around the topic (Sullivan 2008) and had produced a report based on work with Universities in the USA. One of the Universities highlighted in the HEFCE report was Northwest Missouri State University (NWMSU).

The first visit to NWMSU had a significant impact on those involved as it showed what could be possible. The situation in Missouri was very different to that of BCU, but the ambition and commitment shone through and was something to which a university could aspire. The University is based in a small rural town, Maryville, in Missouri. As a result, student jobs in the city are at a premium as the local economy cannot generate sufficient opportunities for them. Northwest Missouri saw the need to create jobs so that students could afford to study and live at the University, but also recognised the value of engaging students through employment and how this could enhance the nature of the University and its sense of community.

NWMSU employed over 20% of its students on campus. This included student posts in the President's office, Medical Centre, University Police, HR, admissions teams and the University farm. The way in which students become staff colleagues and the impact on the student/staff relationship was exactly what the BCU team was looking to create. The integration of students into the university workforce had become standard practice and the value placed on students at the University resonated with BCU plans. The sense of pride and community that this work generated in students and staff was persuasive for a team seeking a new way forward in student engagement.

In the USA students have had to pay tuition fees to attend university for many years and there is a great history of students working on campus which dates back to the 1930s, (Tuttle et al, 2005:1). This has resulted in the development of student employment services at the majority of US universities. Having now presented BCU's student engagement work at US conferences, it became clear that colleagues in the USA struggle to comprehend that such services do not routinely exist in the

UK. Discussions and further work with representatives of the Higher Education Academy (HEA), have revealed that the institutional level employment service that was eventually created at BCU, and which forms the foundation of this research, was one of the first of its kind in the UK.

1.3.1 Stating the case for change

As staff started to embrace the idea of developing a student employment service there was a realisation that the development team would need to ensure colleagues were engaged across the institution and one way to achieve this was through sharing evidence of impact in more established developments. There was also the understanding that this would be valuable as such a development may be considered by different stakeholders through various lenses and supported or denied for particular local reasons.

Educational research provided a foundation as the project started to seek buy-in from staff across the university. As the case was made, senior managers were informed of the work of Astin (1993) that suggested the general benefit of employment on student development, but more particularly affirmed that part-time on campus employment in the USA had positive effects on student development such as higher grades, swifter degree completion and more frequent self-reporting of cognitive growth. This was strengthened by Pascarella et al (1994) suggesting that off campus employment had a more negative influence on student performance and persistence at college. This enabled the University to show that employment on campus was highly unlikely to have a negative impact on our students' learning and allayed fears of some staff and students. The Pascarella evidence was key for a university based in a major conurbation as its students sought paid employment to support their studies.

There was a challenge as the University's location made it a very different situation to that of NWMSU. Recent institutional data showed that in 2017, 71% of BCU's undergraduate student population were commuter students, that is their term time and home addresses were the same. This data has been consistent for many years in this regard as the university substantially serves its local student population, embracing BCU's 'the University for Birmingham' strapline. This meant that students were likely to have access to jobs across the city that they may have been employed

in prior to coming to university. Therefore, any employment offer would have to be made attractive to students to enable the University to seek to develop the transformation around creating the greater sense of community.

University managers became interested in the development for a number of reasons. Some believed in the concept of staff and students working alongside each other in order to create a new dynamic in the relationship and a greater sense of community. Others were more convinced by the financial side of the argument as an internal student job service would be cheaper than an external, commercial one that charged significant overheads for the employment of temporary staff. When it was revealed in the Change Academy paper to University Directorate, Appendix 2, that the university spent £1.7 million a year on temporary agency workers the potential for savings became significant for those staff influenced by the financial benefits. Other key staff also saw the potential for improvements around student satisfaction and student retention of employing students on campus. This created a consensus for change that was founded upon a variety of reasons focused around that individual's perspectives.

From the student perspective a key partner was BCUSU. The Students' Union had been supportive from the beginning of the creation of the SAP programme and now saw a real opportunity to support student development and increase the impact of the student voice within the University through engagement within the University's services.

The opportunity to embrace the student development aspect within the new student jobs on campus offer was a key driver for the implementation of the initiative. This required the creation of a framework that protected the students who were employed and the university as an employer. Perozzi (2009: vii) confirmed the challenge and potential benefits when stating that "*on campus employment, is relevant and germane to the student experience, yet the academy rarely embraces employment as a means to education and student development*".

The additional focus on development led to the need to create a set of principles and aspirations for future evolutions. A key principle was the need to protect the student from working too many hours for the University which may have a negative impact on their studies. This is discussed further in the literature review (section 2.2.2). It

was determined that in order to be a student employee a student must be a student first and an employee second to give primacy to their academic studies.

Employment should be made to fit around the studies of the student and therefore from the outset the student's education experience was viewed as more important than the job. The experience of Perozzi (2009: ix) in the USA supported the view that "*administrators have an obligation and an opportunity to ensure experiences are meaningful, intentional, promote cognitive growth, and complement – rather than interfere with – students' academic pursuits*". This challenge was recognised from the outset and suggested to this researcher that further evaluation would be necessary to discover the impact on students of this approach.

In 2012 the University introduced the student jobs on campus programme. It was branded 'OpportUNIty' by students and had the core components of:

- Students being directly employed by the University, not an agency.
- Opportunity student jobs to be run by HR, but accessed through Students' Union
- 18 generic job descriptions generated and evaluated by HR
- Capable of offering very short term jobs (1 day) to 9 month contracts
- Faculty based job approval from within existing budgets (no additional funding)
- A web-based employment service to be in operation by September 2012
- Swifter process (smaller interview panel, no references)
- Applicants must be a student of the University – UG or PG
- Maximum of 20 hours work per week to protect students
- Has to be viewed by supervisors as s development opportunity for students

1.4 Developing a research focus

At the same time as the University started to create the jobs on campus service, that students named OpportUNIty, the CELT team also decided that it could and should write a book about the University's student engagement activities. The national reputation that the University had created around its work enabled a publisher to be

attracted. Staff and students from across the university were invited to participate in the writing of a book that highlighted the evidence and impact of our Student Academic Partner projects on staff, students and the institution.

I acted as a co-editor of this book '*Student Engagement: Identity, Motivation and Community*', and contributed a chapter around the impact of the student jobs on campus service on students and staff (Nygaard et al. 2013,109-124). Research for the chapter, and through working with students and staff drafting their own chapters, provided the catalyst for my own research and convinced me to embark upon a professional doctorate. Hearing directly the stories from students and staff highlighted that this was something worthy of further investigation. Having an awareness of the UK higher education sector, I knew that the UK was some way behind the USA HE sector in developing such employment programmes and I had a strong suspicion that the UK context could add to the knowledge base as models and learning from the USA was adapted and implemented within the UK context.

I also started to move away from an interest in the institutional impact to one that focused on student motivations and their personal development. I became influenced by discussions with students as they started to explain the impact on themselves of working on campus:

"I enjoy my time at University now and spend more time inside the campus instead of just coming into the library to my assignment and leaving. I feel I am giving something back to the University community at BCU" (Nygaard et al 2013:115)

"*The main benefit of my student employment is the process of self-evaluation. I have been able to identify my strengths but also acknowledge my limitations and want to work on these to improve and grow as an individual which is a good thing.*" (Nygaard et al. 2013: 119)

However, the moment that sealed my decision to focus on the student development aspect was when I discussed the chapter with my student collaborator who revealed the extra motivation she now had to excel in her academic studies on the BA (Hons) Marketing. She spoke of a desire to not let down her staff colleagues and how well she felt supported and mentored as an aspiring artist by working alongside staff in the partnership. Padgett and Brady (2009: 31) asserted that "*the college experience*

is designed to emphasize development and personal growth through a students' maturation during college". I would suggest that Padgett's ideal view may not always be the case and that in some cases students have to create their own opportunities and certainly through conversations with many SAP students I was able to see a variety of motivations for taking part in the projects. I discovered that some students took part to earn the money they needed to eat at night, while others just liked working with the staff or wanted to give something back to a university they really enjoyed attending. However, I was picking up little detail about how this impacted on their learning habits. Questions in my mind arose such as: did they stay on campus longer and study in the library around their job and did this enable them to generate a greater sense of belonging or pride in the university? Had their participation as a worker at the University created a greater sense of community and had their relationship with staff changed or had their grades improved?

I was aware from another area of my job responsibilities that the University had some supporting data in this area from the Higher Education Academy's UK Engagement Survey (UKES). This survey focused on the experience of first and second year undergraduate students and included questions about their working lives outside of University.

The 2015 UK Engagement Survey reported that across the University over 60% of our students undertake work or volunteer alongside their studies.

Role of students	**%**	**Student numbers**
Not volunteering and not working	39.8%	1058
Working only	35.0%	931
Volunteering and working	14.8%	392
Volunteering only	10.4%	276
Total	100.0%	2657

Table 1: UK Engagement Survey 2015 – Student employment and volunteering outcomes

This revealed to University managers the level of student employment across the entire student cohort and provided a basis upon which decisions could be taken. As an interested researcher this also made me reflect upon the implications of this information and the investigation I was considering. There was the realisation that any research that may be undertaken would not be investigating a small part of the university's student population, but that findings could be significant as they would relate to the majority of the student population and should therefore be of institutional and sectoral interest. Key issues around the amount of time students spent in employment and whether such commitment impacted on their ability and desire to study at the University were of interest to the researcher and the academic community as it seeks to adapt to the changing pressures on students around their learning experience.

1.5. Research questions

Through this research I examine the impact of one of the first UK based student employment services on campus by seeking to answer the following research questions:

- What factors influence students' decision to seek employment on campus? (RQ1)
- What are the implications of student employment on campus for students and their learning? (RQ2)
- What is the significance of student employment on campus for Birmingham City University and the higher education sector? (RQ3)

There is a growing awareness across the sector of this type of work and some Universities are establishing similar operations. However, the relative maturity, in a UK context, of the operation at BCU could result in findings that are able to offer significant guidance to others considering such developments at an institutional policy level in the UK and further afield. The research will also evaluate the benefits and challenges of offering such a service at a variety of levels from the impact on

student personal development opportunities, to related implications for student success and the generation of a sense of community across a university.

1.6 Structure of the thesis

This introduction sets the background context as to why I believe that this is a subject worthy of further investigation. It seeks to explain the foundations of the student jobs on campus service so that the reader may better understand the context of the findings that are revealed in the results chapter and the conclusions that are drawn later on in this thesis. The introduction is followed by four further chapters:

1.6.1 Literature review

Chapter 2 seeks to situate this research within the literature surrounding the subject area and offers a theoretical framework that provides a foundation for the findings from the research.

Upon identifying student employment on campus as an issue to investigate I began an examination of the scholarly base from across the world and through this I identified a lacuna in the UK. The literature review chapter in this thesis explores this in detail and highlights a wealth of research from the USA from the well-established student employment market that has existed there for many years, but a gap in the literature relating to the UK situation. A key text that is examined is Perna (2010). Her publication '*Understanding the working college student -New Research and its implications for policy and practice*' offered a detailed insight into the position of this type of research within the American context and highlighted the impact of such work on students and the universities involved. The lack of anything similar within the UK, possibly due to the infancy of this type of student employment activity, suggested that this was an area worthy of research and that would contribute to the body of knowledge.

In particular, this dissertation, and subsequent journal articles, will enable the higher education sector to draw together the opportunities provided by student employment

on campus services with wider sectoral issues such as retention and employability strategies. In addition, the opportunity to utilise lessons from the research here to better support strategies around creating a sense of belonging and targeting such an approach at those groups of students who may most benefit will be explored in the literature review and the conclusion.

1.6.2 Methodology

Chapter 3 sets out and justifies the choice of the Case Study approach that was undertaken as I sought to understand the attitudes, behaviours and complexities of the students involved in the research. It reflects upon the choice of a mixed methods research design and the challenges of such an approach and evaluates the literature around case study methodologies and other potential approaches to the research design.

The Chapter also details the design of the quantitative/qualitative survey that was implemented across the students and how this was deployed to enable the themes that resulted to be explored through a more detailed qualitative study utilising focus groups.

1.6.3 Results and analysis

Chapter 4 summarises the outcomes from the survey and focus groups and employs graphical representations to offer clarity and enable comparison with related data. In addition, the chapter provides an analysis of these results and relates the findings to relevant literature and supporting evidence.

The chapter is constructed around the research questions to seek to enable greater clarity around the findings and how they support conclusions that are constructed in Chapter 5 (Conclusion).

1.6.4 Conclusion

Chapter 5 explains the significance of what was discovered from the students and discusses the impact it can have on institutions and potentially the UK higher education sector. This includes a review of ideas and concepts from previous chapters, especially the literature review, that have been supported or rebuffed by the findings. This chapter also identifies any problems or shortcomings discovered in the research process and makes recommendations for potential further study.

1.7 Summary

This introduction has outlined the rationale for undertaking this research. It provides the context for examining this research area and explains why the University is a valid case study in this regard. It has outlined the structure of the thesis and the content of the other chapters and provided a rationale behind why the topic is worthy of investigation within this context.

The work of the University around student engagement and student employment provides the background for this investigation and it is anticipated that the findings in the following chapters, and subsequent papers, may better inform those seeking to follow a similar path elsewhere in the UK and farther afield.

The next chapter offers a literature review that contextualises the work of the university within the academic field and draws on evidence from across various parts of the world. The chapter is framed so that it relates to the research questions as this provides a consistent structure for the thesis.

Chapter 2: Literature Review

2.1 Introduction

This thesis seeks to uncover the relationship between student employment on campus and the impact of that activity on students and their learning habits at a post 1992 English University. Perna (2010: xvii) comments that '*few have considered how working influences the integration and engagement experiences of students who work*'. This statement may have been pertinent in the USA, from where Perna's work originates, at the time, but it is even more resonant within the UK where very little research has been undertaken into the working student, potentially making this dissertation of some significance.

Tuttle et al (2005:1) highlight that researchers, mainly in the USA, have *'looked at how work affects campus engagement, persistence and graduation, cognitive and social development, development of leadership and social skills, GPA, faculty interaction and peer interaction'.* This is due to the fact that student employment at university has heritage as evidenced by Tuttle who identified research from 1937 showing that 65% of students at Columbia University, at that time, worked alongside their studies. However, this tradition was peculiar to the USA and its interpretation within a UK context is the focus of this study, drawing upon learning from literature in the USA and beyond.

This literature review explores these areas and relationships by considering the evidence and discussions that have taken place across the sector. It will draw the distinction between students working alongside their studies off campus and those who are able to undertake this work on campus and the evidence of the impacts of the difference in location.

The structure of the chapter follows the three research questions identified previously and includes sub-headings that highlight the area under review.

- What factors influence students' decisions to seek employment on campus?
- What are the implications of student employment on campus for students and their learning?

- What is the significance of student employment on campus for Birmingham City University and the higher education sector?

2.2 What factors influence students' decisions to seek employment on campus? (RQ1)

This section considers the external governmental policies, sectoral developments and student drivers that have led to the majority of UK students (NUS 2012, NASES 2012) needing to find employment alongside their academic studies.

2.2.1 Policy and funding

The UK government, presently through the Department for Education, manages and steers higher education policy through the employment of regulatory and funding powers that it imposes on the sector through a number of agencies, such as the Office for Students. One of the most important steps in this governmental guidance was the introduction of tuition fees in 2006 and the step change in that regard through the Department of Business, Innovation and Skills (BIS, 2011), launching *Putting Students at the Heart of the System* that saw significantly higher tuition fees for students. As a result, this has seen a move in the UK for students to seek employment to support their studies and the needs of their student lives (NUS 2012, NASES 2012). The government policy sees payment of the tuition fee deferred until after the student completes their degree, but the additional removal of bursaries for the majority of academic programmes has had the impact of meaning students need to pay for accommodation and lifestyle expenses from their own or parental resources (NASES 2012).

In the USA, where substantial tuition fees have been in place for many years, research founded upon the findings of Kuh et al (2005), Pascarella and Terenzini (2005) and Perna (2010) has highlighted the impact of student employment on and off campus on student engagement and achievement. Through searching for literature and discussion with colleagues at the Higher Education Academy, it became evident that there was little history of substantive student employment on campus in the UK which suggested a consequent gap in sectoral knowledge in this area. However, if, as the data suggests, (NASES and NUS, 2012), many students

already work significant hours per week off campus it would suggest that the notion of the full-time student may need to be redefined and that universities should recognise this when designing their programmes.

The Higher Education Funding Council for England (HEFCE) (2014: 84) requires a student to study for a minimum of 21 hours per week for 24 weeks to be classified as a full time student. The requirement states that "*during that time they are normally expected to undertake periods of study, tuition, learning in the workplace or sandwich work placement".* This definition articulates the potential limits on student employment as if a student is required to study for a minimum of 21 hours per week, it enables the student to identify how to utilise the remaining the 147 hours per week to best support their desired student experience and lifestyle. It would appear, from the literature discussed in this chapter, that many choose to use some of this time to seek employment alongside their studies.

Putting Students at the Heart of the System (BIS 2011) delivered the then UK Government's desire to move the burden for higher education expenditure away from government to the student. This neoliberalist view of reducing subsidies for public higher education, the subsequent increase in tuition fees, student loans and the direct financial impact on students and families resulted in a shift in the perceptions of government, institutions and students as to the place of the student in this complex interplay (Popenici 2013: 34). BIS (2011: 68) talked of wishing to "*promote the interests of students, including as consumers*" raising the proposition that students have a stated role as consumers of higher education. The argument made throughout that document was that better informed students would drive teaching excellence and that they would be empowered to take "*their custom to the places offering good value for money*" (BIS 2011: 32). This assumption is open to significant challenge as it assumes a level of knowledge and engagement amongst 'student consumers' that may not be present, within a competitive higher education market that does not encourage student movement between providers.

This governmental approach around the marketisation of HE has led to significant discourse in much of the student engagement literature (Dunne and Owen 2013; NUS 2012; Nygaard et al 2013). These texts offer a significant rebuttal to the proposition of student as consumer through the movement both here and in the USA

that identifies students as colleagues/partners or collaborators. Zlotkowski et al (2006) recognised the place of students as colleagues through student employment and volunteering and the change this placed in the dynamic of the relationship between staff and students. The hybrid of relationships that have been created between universities, staff and students can mean that a student switches identities from being a customer for their accommodation, a partner/researcher within the classroom and an employee in the administrative office. This can provide the student with a complex set of varying relationships to negotiate and is likely to have implications for the student in how they engage with the University. These issues of identity are explored in chapter four through the outcomes identified by students.

Collini (2012) argued that *"the model of the student as consumer is inimical to the purposes of education. The paradox of real learning is that you don't get what you 'want' – and you certainly can't buy it"*. This was further highlighted by the Higher Education Academy through its *Framework for Partnerships in Learning and Teaching in Higher Education* (Healey et al, 2014) which proposed the need to work with students as partners. It suggested that:

> "*partnership is understood as a relationship in which all involved are actively engaged in and stand to gain from the process of learning and working together to foster engaged student learning and engaging learning and teaching enhancement. Partnership is essentially a way of doing things, rather than an outcome in itself*".

The partnership approach has been extended at BCU to see students engaged as employees on campus as leaders recognised the dual benefits of the contribution they can offer the university and the skills they can develop as a result.

Student engagement and partnership is enshrined within educational policy through the Quality Assurance Agency's Quality Code for Higher Education (2012). Chapter B5, states that the role of student as partner and engaged consumer would need to be considered and enacted by universities. QAA (2012: 6) requires "*Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience*".

Within this statement the QAA (2012: 5) defines what it views as partnership. It states that:

> "*the terms 'partner' and 'partnership' are used in a broad sense to indicate joint working between students and staff. In this context partnership working is based on the values of: openness; trust and honesty; agreed shared goals and values; and regular communication between the partners. It is not based on the legal conception of equal responsibility and liability; rather partnership working recognises that all members in the partnership have legitimate, but different, perceptions and experiences. By working together to a common agreed purpose, steps can be taken that lead to enhancements for all concerned. The terms reflect a mature relationship based on mutual respect between students and staff*".

This definition offers some context for the values that any partnership approach should take and is highly relevant to the jobs on campus programme at BCU which was designed to echo many of these values. Students choosing to work on campus may well be attracted through these values and this will be explored in chapter four as students explain what they value from the experience of working on campus.

The QAA's new approach to student engagement is being framed within its present consultation process and recognises that the new framework should have student engagement as one of it enhancement priorities (2017: 2). The removal of an explicit facet that focuses upon student engagement could be seen as a dissolution of focus, however the fact that student engagement is named, alongside such key outcomes as employability within the enhancement component of the new proposals suggests that its importance for review purposes will continue.

Collini (2012) questioned the language and approach of the UK Government asking whether the stated desire of empowering student choice to ensure market discipline really placed financial power into the hands of students. He suggested that this is only part of the story as the placing of financial decision making in the hands of the student and the subsequent increase of the financial burden on students through the process of repayment was likely to have implications on the behaviours of students as they sought to support their progress through university. Students and their

parents found this new burden difficult to fulfil and as the National Union of Students (NUS 2012) report, *The Pound in your Pocket* states "*many students are struggling to make ends meet, concentrate on their studies and stay the course, because financial support is systematically inadequate across both further and higher education".* The research detailed in this thesis seeks to reveal if this financial hardship is the key driver for students seeking employment alongside their studies or whether additional drivers take priority.

Perhaps, it was inevitable that many students sought to find alternate ways to financially support themselves whilst at university and assist in the repayment of these new tuition fees (NUS 2012, NASES 2012). Perna et al (2007) revealed that 75% of dependent undergraduates and 80% of independent undergraduates in the USA worked whilst they studied. Within Europe the situation is slightly different and varies between countries. Simòn et al (2017) reports evidence drawn from 23 countries that "*around 60% to 70% of students work in Anglo-Saxon and Nordic countries and between 20% to 30% work in Southern Europe*".

In the USA, the financial pressures on students and the drivers to engage in activities that might enable them to feel financially supported were understood. Perna (2010, xvi) reports that '*between 1998-1999 and 2008-2009, average tuition and fees increased in constant dollars by 50% at public four year institutions*'. As a result, she explained that the majority of students at these institutions expected to seek paid employment alongside their studies and that universities had recognised the need to support this activity in a variety of ways. Perna (2010,i) states '*work is a fundamental part of life for many undergraduate students*'.

Not only do students work but in some places they work significant hours. Perna et al 2007) report that in the USA, the dependent graduate works an average of 24 hours per week, whilst independent undergraduates work virtually full time jobs with 34.5 hours. Perna (2010) saw employment and working alongside your studies as being the norm for US students. She also suggests and challenges that those institutions that that do not recognise this shift are "*failing to recognise that higher education is generally not the primary life environment of working students" (2010,i).* This offers a fundamental challenge for the higher education sector in the US and UK as the sector seeks to reconcile the historical perspective of a full-time student

against the increasing demands placed upon their time by society and the needs to support their education and their student lifestyle.

This may be even more important for the more economically deprived parts of the student population. Evidence in the USA from Levin et al (2010:47) found that students who attend Community Colleges are twice as likely to work full-time as those students who attend a more traditional four year public university. In the UK, and as the NUS (2012: 4) report suggests: "*Excessive working hours are associated with poor wellbeing and with origination in areas with low higher education participation rates".* Studies in Spain (Simòn et al 2017) have found that "*a significant portion of those who work are motivated by necessity, especially to help family finances*" and over half the students reported that it would not be possible to study without such an income. For a university like BCU the impact could be great as the widening participation focus of the university attracts a significant proportion of students who could ascribe to coming from economically or participatory deprived areas. The University's Access and Participation plan for 2019-20 reveals that 14.2% of students are from low participation neighbourhoods. This creates a challenge for the university, but also, perhaps, an opportunity through the student jobs on campus programme to better integrate these students, and others facing challenges, into the fabric of the university.

Now that the financial burden of studying at university has been redirected to students it is difficult for universities to suggest to students that they limit their hours of employment. A simple response from a student might be that if they cannot work whilst they study they cannot afford to attend the university and they will go to a different university that allows this or not go to university at all. It could be suggested that universities need to take advantage of and embrace the learning that students generate in these outside activities and expand the campus beyond the walls of the university. The work of Norman Jackson and colleagues (2012) around lifewide learning and the way in which universities might recognise and credit the learning gained from wider life experiences is starting to challenge existing beliefs in this area. The lifewide learning approach suggests that students learn in many ways, at the same time, from the variety of experiences in which they are engaged. A new

approach could see universities recognise this learning and integrate it into their programmes, thereby supporting their students whilst they are working.

However, as Perna (2010) identifies, the concept of students as workers raises a number of vital questions for universities and policy makers around why students feel they need to do this and what the sector, individual universities and policy makers should do to support these students. Her work (2010) asks why do so many students work so many hours, what are the characteristics of those undergraduates and how can institutional policy makers promote the educational success of undergraduate students who work? These issues are echoed in the research questions of this thesis as RQ1 seeks to identify factors that may impact upon students choosing to work on campus. Perna (2010), and colleagues who participated in writing chapters within her text, testified that local institutional and student demographic contexts can have a significant influence. Chapter four in this dissertation discusses the demographic data of the working student population at BCU.

Perhaps most importantly from a sectoral and educational perspective, she asks: '*what are the implications for students' educational experiences and outcomes?'* Perna (2010 p:xvii) agrees that this is a contested area as '*little is known about the benefits that may accrue to students who work or how the benefits and costs of working are different for traditional age students than for adult students'*. The research undertaken at BCU will, in this context, add to that international evidence base through the lens of UK students at a widening participation university with a significant commuter student population (71% of the undergraduate student population).

Whilst there is a history of students working alongside their studies on university campuses in the USA, as evidenced by Perna and the numerous citations in her work, this is a relatively new phenomenon in the UK and therefore there is limited research. In particular, the UK higher education system has very little history of strategically funded, institution wide campus student employment services. American Universities, such as Northwest Missouri State University, which was the subject of a HEFCE good practice visit in 2008, have identified the multi-layered benefits of such programmes for both the student and the university. As Sullivan

(2008) states in his report for HEFCE “Managing a substantial increase in on-campus student employment. A forthcoming challenge for HR management and leadership’: “*students and staff were clear that an experience of the world of work before graduation helped make students more employable*”.

The report’s researchers also express surprise that:

> “*A point repeated many times by students in interview was, mostly, they believed that working as well as studying helps make them better students. This was a surprising finding. Students explained that they managed their time better because they had to. Students believed they had a better experience and led fuller lives than students who did not work”*.

HEFCE saw the possibility of student employment in 2008, but little had developed in the UK at that time with the exception of job shops on campus which mainly supported external employment opportunities (NASES 2012). At the time of starting this research, the strategic engagement of students in on campus employment had only been adopted by a very small number of universities, but this number is now growing. Sheffield Hallam University, Manchester Metropolitan University and Newcastle University now have comparable schemes and approaches to BCU and most universities will signify through careers pages that they are looking to offer students job opportunities on campus. It would appear that the UK higher education sector is starting to recognise that through student employment on campus universities can have a profound employability and developmental impact on students and the university itself. Alternatively, as suggested in the introduction, some may see the students as offering relatively cheap labour or of the purpose of helping retention or employability targets. Whatever the reason, there would appear to be more interest in this area of student engagement and the potential beneficial impacts for all concerned.

2.2.2 Impact of employment on students

A synthesis of the literature would suggest that employment of students in part-time employment on campus has a positive impact on student growth and persistence, whilst off campus employment is less likely to benefit the student. On campus

employment supports student involvement in the university, whilst off campus work detracts from that possible engagement. Astin (1993) highlighted that the positive implications of employment and engagement within the college campus have on student growth is greater than that of off-campus employment.

It could be said that there is a certain logic to a statement that the more time a student devotes to paid employment, the less time he or she will have for academic studies. However, this ignores the benefits that a student can gain from employment. At a very simple financial level, students work so they can study. If they stop working, some may not be able to afford to continue to study and may therefore not succeed at university. However, this ignores the significant benefits of learning from employment as suggested by Sullivan (2008) who highlighted the indirect benefits of improved time management and the belief of students that working alongside their studies somehow made them 'better' students. The various motivations for students at BCU to engage in this work are explored within chapter four.

The benefits and learning that employment offers students may be different depending on the nature and the location of that work. Riggert et al (2006:69) noted that research across the sector indicates that off-campus employment is viewed by some academics as having a negative impact upon academic success through the impact this has on students' ability and time to study. However, they believe that "*the effects of on-campus employment were characterised as positive in nature*" through students having less far to travel to work, being able to study around their work, and through students having more flexibility around when they can work by working for a more understanding employer. Astin (1993) concurred with these findings and made the important conclusion from his research that working off campus could be negatively associated with completing an undergraduate degree, but that working on campus was positively associated with student retention and completion of studies, for many of the reasons previously explained.

Furr and Elling (2000) highlighted that a potential reason for employment being perceived as having a negative impact was that students employed off campus were seen as being less integrated into the institution and that students who were not employed had more engagement with faculty than those who worked off campus. In

particular, they identified that those students who worked 30 or more hours per week were less involved with on campus engagement and extra-curricular activities than students who were not employed or worked fewer than 30 hours. Students who did not work identified the fact that they had more frequent interactions with faculty staff. It was suggested that this was partially due to the fact that these students spent more time on campus than those who needed to leave to work elsewhere. Lundberg (2004) revealed similar outcomes with students engaging less with peers and faculty if they were employed off campus, especially if they worked more than 20 hours per week off campus. The distinction that employment results in less engagement with faculty and university staff could be countered by students working within a campus environment and the results of this thesis will explore that perception. Engagement with the institution through employment could appear to offer students greater flexibility and allow them to build their working time around their study schedule with an employer who may be more flexible. This is the approach at BCU where student employment is positioned around study.

The correlation between interaction with peers and faculty and improved student achievement is not clear from Lundberg or Furr and Elling. It is rebuffed through Perna et al (2007:132) noting that '*Working has been shown to be unrelated to academic-achievement, even though research consistently shows that working is negatively related to academic involvement and time spent studying*'. Simòn et al (2017) supported this view, in a European context (Spain), when findings showed that "*in contrast to students' own perceptions, working habitually does not have a significant impact on academic outcomes*". The implication that working alongside studies has little impact on the grades of students is important as a counter argument to those who might suggest it will impair student performance. It is especially important as universities and leaders seek to explain the benefits of students working on campus to academic colleagues who may see it as having an inherently negative impact. McCormick et al (2010: 205) recognise that there is a need for a "*systemic effort to change the views of many faculty and staff that working during college is an unnecessary, unfortunate distraction from the only real business of undergraduate study*".

The picture is complex as Pusser (2010) explains that:

> "*the effect of work on student retention is also puzzling, with lower retention rates for students who do not work at all than for those who work between 1 and 15 hours a week. Those who did not work at all had higher retention rates than did those who worked 16-20 hours per week"*

His research reveals that if students work alongside their studies they are more likely to stay at the university, even than those who do not work at all. However, when these hours of work go above a certain threshold of hours, working alongside their studies will start to have a negative impact on student retention. The BCU student jobs on campus programme has a maximum limit of 20 hours per week per student. King's (1999) earlier work has previously highlighted that there needed to be a limit to the amount of student work and suggested that once the number of hours worked exceeds 15 hours per week, students' success, or grade point average in the USA context, started to decline. However, King (1999) also noted that students from all income groups who undertook part-time work persisted at their studies at higher rates than students who did not work at all. Levin et al (2010: 52) concurred with this work highlighting the detrimental impact of full-time employment off campus alongside studies on student persistence, but countering it with the positive measure for community college students who worked part time demonstrating '*a higher level of college persistence (59.2%) than those who did not work at all (53.6%)*'. The way in which students, who participated in the research reported in this dissertation, reflected the views of Perna et al (2007) and Pusser (2010) was of great interest when they discussed how working on campus had impacted in their motivations for study and their academic achievements.

Flowers (2010: 230) offered a slightly different angle with his research into working African American students citing that both working on and off campus was beneficial to this group of students and was associated with '*intellectually stimulating engagement opportunities*'. However, working off campus resulted in students engaging with the university differently than those who worked on campus, through having less time on site, and that as a result on campus employment was associated with greater benefits in student attainment. In the UK context, research into commuter students (Thomas and Jones 2016) generated similar findings as to the way in which students perceive the University experience and how they choose to engage with it. The research suggests that commuter students have a different

approach to those students who move away from home and live on campus. The research highlights the draw of the local community where students live which impacts upon their perception of university community. Thomas and Jones (2016: 6) reveal that *"conversely, commuter students identified what they perceived to be the risks of some types of engagement (particularly social engagement) and the advantages of being less engaged in – and distracted by – non-academic activities*". This research indicates a compartmentalisation of student lives that bifurcates their university life and that one which exists around the family home which could impact upon their desire to participate in anything on campus that is beyond studying.

The issue of intersectionality may have a significant influence here as a way to understand the complexity. motivations and experiences of students. Hill Collins and Bilger (2016) explain that an intersectional approach helps to identify "*the many axes that work together and influence each other*" as people make life decisions. These axes could include social inequality, power, gender, social context, race, class and income.

The compartmentalising of student lives could lead to students not developing a balance between competing aspects and as a result struggling in their academic studies. Furr and Elling (2000) found that 29% of the students in their study worked 30-39 hours per week. 39% of students who worked these 'full-time' hours viewed their lengthy periods of work as having a negative impact on their academic progress. Furr and Elling also found that senior students worked more hours than junior students and suggested that they believed that were more likely to suffer academically. Astin (1993) had previously expressed concern about students spreading themselves too thinly across the various components of their life and this was echoed more recently in the work of Thomas and Jones (2016) who explained that student behaviours and drivers are likely to change over the time through the changing nature of society and their own circumstances.

As Babcock and Marks (2010) highlighted, the time students spend on study at college has fallen dramatically. Their study showed that between 1967 and 2003 the average amount of time expended by US students on academic studies had fallen from 40 hours per week to 27 hours through a mixture of institutional changes within universities and the demands placed on student time away from educational matters.

This movement is echoed in the USA National Survey for Student Engagement (2007) as students reported studying for fewer hours outside of the classroom than previously. This pertains to the research in this thesis as results in the survey will reveal student study time on and off campus, and the focus groups may help to explain why students chose to seek employment on campus.

It has been revealed previously that some research points to the time management benefits of students who work alongside their studies (Sullivan 2008), but these researchers would suggest there is a tipping point in that arrangement. Dallam and Hoyt (1981) pointed to a balance between students' academic time and working hours forcing students to be better organised and leading to better time management. They also discovered that students who worked less than 15 hours per week had slightly higher GPA scores than those who worked more hours or did not work at all. However, such findings are not uncontested and there are many research studies such as Watanabe (2005) that can find no relationship between employment and academic achievement or even the type of job and academic achievement.

2.3 What are the implications of student employment on campus for students and their learning? (RQ2)

As this research seeks to establish why students work on campus and the benefits and challenges that they and the institution may face as a result, there is a need to consider the implications for students and their learning. As detailed in the introduction, the creators of the jobs on campus programme saw the opportunity for the initiative to create a greater sense of learning community and for students to become more engaged in the life of the university. As Montesinos et al (2013:115) highlighted through a student quote "*I enjoy my time at university now and spend more time inside the campus instead of just coming in to the library to do my assignment and leaving. I feel I am giving something back to the University community at BCU*". The ability of the programme to enable and reflect student desires to engage with the university, for whatever reason, has remained a key driver for the programme's continuing operation.

Coates (2007:122) created a typology of student engagement styles and described engagement as "*a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience".* He explained that intense and independent types of students were highly motivated towards their study and see themselves as part of a supportive learning community. The results in this dissertation reveal why students stated that they participated in on campus employment and these are reflective of some of the issues highlighted by Coates. He states that collaborative students favoured the social aspects of university life and participate in "*broad beyond-class talent development activities and interacting with staff and other students*". Coates (2007:132-133) suggested that passive students rarely participate in the university or activities related to productive learning. Whilst *"Students reporting an intense form of engagement are highly involved with their university study … They tend to see teaching staff as approachable, and to see their learning environment as responsive, supportive and challenging".*

It would be difficult, and probably incorrect, to try and position student employment within any one of these particular styles as it is likely, and will be explored in the results and analysis chapter, that students seek employment on campus for a variety of reasons that pertain to their own individual motivations as they sit within the totality of their learning experience. Coates (2007: 134) recognises that a student's "*engagement refers to transient states rather than student traits or types. It is not supposed, for instance, that these are enduring qualities that are sustained within individuals over time or across contexts*". This is explored and challenged in the conclusions to this research as students reveal their changing perceptions around study and work and how this impacts upon their learning.

As this dissertation unfolds it will seek to reflect upon the institutional and student centred perspectives of the students engaged in this work on campus. The Australian Survey of Student Engagement (AUSSE) within (ACER, 2009:6) explores six areas of student engagement related to institutional support and student involvement which is relevant to this research.

Area	Definition
Academic challenge	Extent to which expectations and assessments challenge students to learn
Active learning	Students' efforts to actively construct their knowledge
Student and staff interactions	Level and nature of students' contact with teaching staff
Enriching educational experiences	Participation in broadening educational activities
Supportive learning environment	Feelings of limitation with the university community
Work integrated learning	Integration of employment – focused work experiences into study

Table 2: AUSSE student engagement definitions

The AUSSE suggests (ACER, 2009:46) that high challenge and high support, as could readily be found in a student job on campus, are linked to greater student engagement. The ways in which the students, engaged with the research reported in this thesis, ascribe the reasons for their engagement with the Student jobs on campus service at BCU encompass and bridge some of these areas and will be explored in the closing chapters.

The AUSSE categories of engagement align with the work of Little (1975) who developed a typology of university learning climates which was underpinned by variations in the student perception of challenge and support. The way in which students are welcomed and integrated with staff whilst they work on campus will be explored in the results of this dissertation. Little (1975) identified the cultivating climate as the most productive for student learning and development as it is

characterised by high levels of academic standards, support and recognition. The AUSSE states that its findings affirm the positive links between student engagement and student outcomes, specifically believing that a rise in the academic challenge results in a measurable rise in general learning outcomes. This would suggest that through higher levels of engagement, such as student employment on campus, institutions may be able to facilitate increases in student academic performance.

In this thesis it will be suggested that employment on campus could become that challenging and supportive experience that binds students to their learning experience and ensures retention on the programme. This will be examined in more detail within the concluding chapter. George Kuh (2007:8) suggests that the key thing to do to improve student success is to "*make it possible for every student to participate in at least two high impact activities during their undergraduate programme, one in the first year, and one related to their major field"*. He believes that a "*common intellectual experience should be a non-negotiable organising principle for these early college activities*". In this dissertation, it will be argued that employment on campus could become one of the challenging and supportive experiences that binds students their learning experience and ensures retention on the programme. This will be examined in more detail in chapter five.

The way in which working students view their job on campus and the engagement with a new set of peers, their working colleagues, is important as it could impact upon their learning. Hu and Kuh (2002) sought to identify measures that could tell institutions when a student becomes disengaged. They discovered that peers substantially influenced how students spent their time "*and the meaning they made of their experiences including their personal satisfaction with college*". They explained that satisfaction with the institution and persistence in studying on a course appears to be directly linked to the expectation set by the institution prior to acceptance and a belief that this should be consistently communicated to students during their time at the institution. The AUSSE (ACER, 2009:43) revealed that 33% of the students surveyed considered an early departure from their institution. This, as the report admits, is an underestimate as it will clearly not include those students who have already left the institution and did not complete the survey. The role of having a job on campus in enabling students to create connections and support networks is beyond the scope of this thesis, but would merit further investigation.

2.3.1 Student belonging

The discussion around the need to create connections and prevent students becoming disengaged found a new voice in the UK through the *What Works? Student Retention and Success Programme* co-ordinated through the Higher Education Academy, Action on Access and Paul Hamlyn Foundation. The resultant publication (Thomas 2012) considered the evidence of seven national research projects into student retention and success and concluded that belonging*" is critical to student retention and success*". The evidence from the projects "*firmly points to the importance of students having a strong sense of belonging in HE, which is the result of engagement*".

Thomas stresses that belonging is closely aligned to academic and social student engagement. She defines belonging as "*students' subjective feelings of relatedness or connectedness to the institution*". Thomas highlights the work of Goodenow (1993) which described belonging in an educational environment as:

"*Students' sense of being accepted, valued, included and encouraged by others (teachers and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class*".

Thomas (2012) believes that belonging and engagement are implicitly interwoven and the argument that students are consumers runs contrary to this belief. In particular, she argues that for engagement to be most effective it has to be embedded within the academic sphere of student work. This echoes the perspective of Troxel (2010:35) who in her synthesis of retention literature recommends that "*student engagement and active learning needs to be at the heart of learning and teaching, especially as some students do not easily get involved with educationally purposeful behaviours outside of the classroom*". Thomas (2012) and Goodenow (1993) make the point that the reason why a student is at university is to study an academic programme and therefore that has to be identified as the primary purpose. Anything outside of the programme study may be considered an add-on by students and therefore of being less important. This can often lead to less engagement with that additional activity unless the value is clear. However, Pascarella & Terenzini (2005:647) stated that "*the greatest impact appears to stem from students' total level of campus engagement, particularly when academic, interpersonal, and*

extracurricular involvements are mutually reinforcing". The complexity of that arrangement and the amount of time spent following those particular activities will vary for each student and will be part of the findings of this research.

The impact on students remaining on campus engaging in purposeful activities, such as a job on campus, aligns with the work of Astin (1993:126) who suggested that the total level of student involvement with the University, including working on campus, is predictive of persistence and academic performance. He stressed that the most important deliverers of student involvement are "*academic involvement, involvement with faculty, and involvement with student peers*". Tinto (1993) agreed believing that social and academic interactions were key elements of the overall formal and informal experience of the student. The AUSSE (ACER 2009:4) also highlights that one of the reasons for its creation as the *"importance of examining students' integration into institutional life and their involvement in educationally relevant 'beyond class' experiences*".

The contribution BCU students feel they make to the university is explored in chapter four as their participation in the university community was explored in their own words through focus groups. Kelly and Lena (2006:136) offer a student's reflection that as a student employee '*I feel like I am contributing to the university in a stronger way than other students who just attend classes*'. Roberts and Styron (2010) highlight social connectedness and the impact this can have on retention. They state that students are "*more likely to accomplish difficult tasks when he/she is in the company of others who are like minded and facing similar challenges*". Social integration and the security this offers enables students to persist with their studies through to graduation. Roberts and Styron (2010) also suggested that the most important interactions with peers need to reinforce academic learning and that these benefits will then permeate all the other areas of university life. The authors also mirror the reflections of Thomas (2012) and the importance of connections taking place within the academic sphere of student work.

A student's sense of self was explored by Zepke and Leach (2010: 169) who created a conceptual organiser for student engagement in which they cited ten proposals for action. This included the need for students to have an established sense of self-belief. This was aligned to a student's confidence and competence to be motivated

and engaged even in the face of short-term failure. This could be related to a student's sense of self and can result in greater benefits for the learning community. Cohen at al (2013:9) offer the example of one student who stated that "*I am a student within a community – community member. I have realised that there's a bigger picture and it isn't all about me*". This is a voice and reflection that will resonate within the findings of this thesis in the focus group discussion. Read et al (2003: 263) explained the way in which prospective students choose institutions based upon their need to belong. They point to their previous research that "*discusses the ways in which some 'non-traditional' students actively choose to apply to such institutions, in order to increase their chances of 'belonging'*". Read et al (2003) also pointed to the fact that students chose institutions that contained similar types of students, students 'like them'. The notion of belonging and additional support is perhaps most important for those students who are less academically able. The research of Carini et al (2006) note that "*of particular interest is that the low ability group appears to benefit disproportionately from perceptions of a nurturing environment, such as a supportive campus climate and high quality relationships*". The work of Read et al (2003) and Carini et al (2006) could be extremely relevant to a locally recruiting, post 1992 university such as Birmingham City University.

The Pound in your Pocket (NUS 2012:4) report adds to this debate through its key finding that "*There are clear associations between financial support policy and practice, student wellbeing, socio-economic background and retention*".

Engagement can be seen often as an isolating experience and purely focused upon academic success. However, on occasion where there is real engagement within a learning community it can be transformative for the student and the institution. Zepke and Leach (2010: 173) suggest that where engagement is effective it can enable students to become active citizens. They highlight the work of Barnett and Coate (2005) which identified that student centred engagement "*reflects a level of commitment aligned to active citizenship in which teachers offer and students seize opportunities to extend the boundaries of the curriculum*". Zhao and Kuh (2004:116) also espoused the benefits of creating a learning community as it can *"strengthen the social and intellectual connections between students, which in turn, help to build a sense of community between participants*". They stated that learning communities promote involvement in academic and social activities that extend beyond the class

and that "*such approaches are linked with such positive behaviours as increased academic effort and outcomes such as promoting openness to diversity, social tolerance, and personal and interpersonal development"*.

Solominides et al (2012:20) concurred with this view and the issue of student perceptions of belonging and state that *"engagement can refer to a sense of belonging fostered by such things as extra-curricular activities and the blurring of the boundary between formal and informal student life"*. They go on to state that "*universities might seek ways in which a community of learners can be established around both curricular and extra-curricular activities*". Through working on campus, students may engage in activities that could challenge their perception of themselves, those that they work alongside and their view of the university. Schlossberg (1989: 9) identified that students need to have the belief that they "*matter to someone else*" and found "*five components of mattering.* The students participating in the research in this dissertation exhibited some of those five characteristics with importance *(an impression of being cared about)*, dependence *(a sense of being needed)* and appreciation *(recognition efforts are valued by others)* all being recognisable within the students' responses revealed within Chapter four. Boyle (2009:10) suggested that "*few people link themselves to one identity*" and that not only does race, gender and social capital have an impact upon a student's sense of self, but that the environment and roles can also impact.

The role that student employment on campus plays in challenging student perceptions of identity and belonging is explored in this research as students explain how their relationship with staff and the university has been impacted by working within the institution.

2.3.2 Student motivations

The previous sections have cited many organisational and policy led drivers for institutional led student engagement practices. However, the motivations for students to want to become more engaged as individuals and the related choice of wishing to work on campus are also central to this debate.

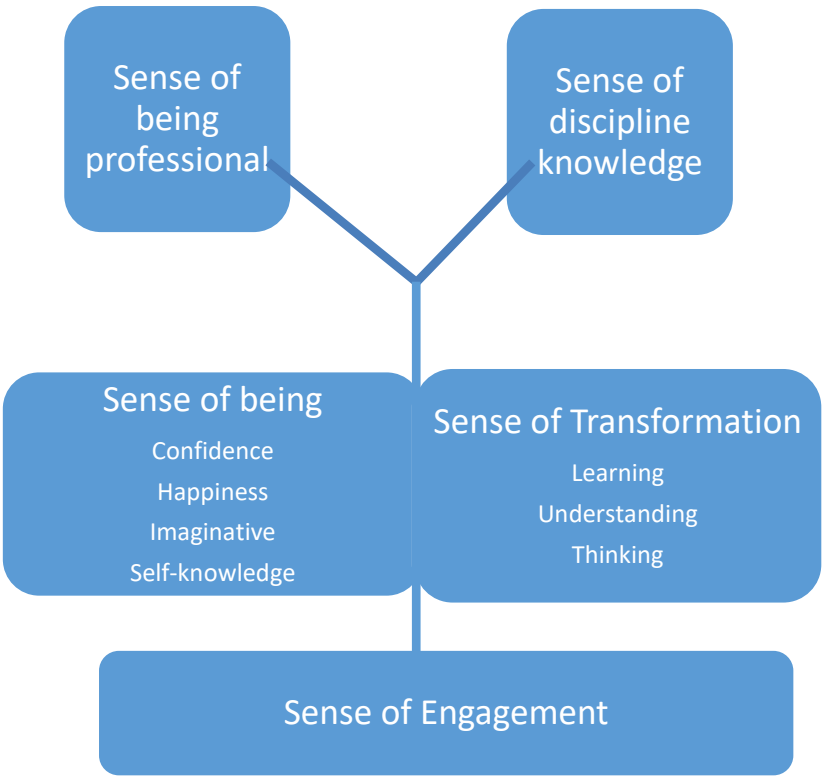
Discussions around motivation are extensive and common in the literature when considering why students engage in various activities. A great deal of the discussion on student motivation, as it relates to higher education, is founded in the learning and teaching literature. Intrinsic motivation is often cited as offering deeper learning and extrinsic relates to surface learning. Biggs (1987: 15) sees students having extrinsic motivation when he "*sees the task as a demand to be met, a necessary imposition if some other goal is to be reached (a qualification for instance)*". He believed that intrinsic motivation occurred when a student "*is interested in the academic task and derives enjoyment from carrying it out*". Kember (2016: 22) states that intrinsic motivation is "*normally interpreted as motivation through an interest in the learning task undertaken*" whilst extrinsic motivations are "*seen as motivations through rewards or factors external to the task*". Values are often applied by readers as to this divide with intrinsic motivations being viewed as a good thing with extrinsic seen as less desirable or worthy. There may even be some relational context as many students have a simple need to earn money to sustain their existence at university (Simòn et al 2017), but this section explores motivations that may vary from the aspirational thoughts of students to ensure they develop their employability skills or he more altruistic callings, such as wanting to give something back as part of a university community.

The relationship between extrinsic and intrinsic motivations is contested in the literature as there are suggestions that extrinsic motivations destroy the intrinsic. However, Kember (2016: 25) notes that "*there is still no consensus as to whether extrinsic motivations undermines intrinsic*" and suggests that some extrinsic motivations, such as wanting to gain an excellent job on completion of a university career, could be seen as being complementary and co-exist alongside more noble intrinsic motivations around interest in the subject. The drive to get a better job could be viewed as a positive force that helps students work harder to gain more skills and better grades. It could be argued that the motivations for students working on campus are likely to vary between individuals and this is explored in the results chapter.

Solominides et al (2012:18) created a relational model of student engagement based upon phenomenographic empirical research which sought to define categories of student experiences in engagement. The central hub of the model (Figure 2)

represents the senses of self, students have expressed in relation to student engagement. Sense of being describes how students think about themselves and their study while sense of transformation is the mechanism by which sense of self is enhanced and expanded. When we align that thinking to that of Coates' (2007) work around the transitory nature of engagement it could be suggested that students may fluctuate between being and transformation as their identities and motivations vary. Such a state of flux may or may not be beneficial to student engagement within the university.

Figure 2: Solominides et al (2012) relational model of student engagement



Solominides et al (2012:18) stated that the "*student experience of engagement relies on their own ontological dimensions of sense of being and sense of transformation which are in a dynamic relationship*" with the other three main components of being a

professional, discipline knowledge and engagement. This view was previously highlighted by Dall'Alba and Barnacle (2007:689) who declared that learners have to transform as people in order to become professionals and that this needs "*educational approaches that engage the whole person: what they know, how they act and who they are*". This was perhaps best expressed through Barnett (2007:70) who commented that

> "*The student's being, her will to learn, her strong self, and her willingness to be authentic: all these are a set of foundations for her knowing and her practical engagements. Without a self, without a will to learn, without a being that has come into itself, her efforts to know and to act within her programme of study cannot even begin to form with any assuredness"*.

This will be further explored in section 4.2.4, as students reveal the reasons for engaging with the student jobs on campus programme and the impact it had upon them as learners.

Engagement with the jobs on campus programme could be for a variety of individual and personal reasons. Newbery (2012: 52) stated that "*intrinsic motivation is commonly regarded as the highest form of student engagement*" and added that "*interest and enjoyment are inherent rewards that emerge spontaneously as a person participates in an intrinsically motivated activity*". However, Newbery (2012:58) did recognise that extrinsic motivational factors can also lead to students being engaged, but that "*there are varying levels of student engagement*". Popenici (2013: 33) remarked that *"The ways in which students imagine their futures determine motivations for learning, engagement, the quality of their achievements and resilience towards academic work. The ability to imagine the possibilities of hypothetical future scenarios shapes human resiliency and relates to optimism or anxiety*". Through students working on campus the student may be enabled to imagine future scenarios which may help generate a sense of purpose and create the future vision of themselves that Popenici suggests is necessary to sustain student engagement. A reflection on the intersectional drivers for individual students would be key in this regard.

However, whatever the motivations for engagement Krause (2012:459) issued the reminder that "*for some students, engagement with university studies is a battle and*

a challenge rather than a positive, fulfilling experience" and that it may require some students to come "*to terms with new ways of learning and interacting that may prove uncomfortable*". If student employment on campus can be viewed as a supporting measure for those struggling with academic studies it could also be viewed as a benefit to those students and the institution. The research in this thesis will explore, in chapter four, the notion of students being supported through new work colleagues.

Newbery's (2012) use of the term rewards around extrinsic motivations raises the issue of payment of students. Colleagues at some other universities disagree with the approach at BCU to pay students for some of the more developmental work practices (Student Academic Partners) as they believe that an intrinsic, volunteering approach is more appropriate. Payment of students for work on campus is a principle at the University and occurs to ensure that all BCU students can take up these employment offers, not just those who can afford to. Therefore, the payment (extrinsic) occurs to enable the students to want to take up the post or project they are excited about within their subject area (intrinsic). It may be unwise to generalise around the motivations of individual students seeking to work on campus and section 4.2.4 offers insights around why the students involved in this research decided to work on campus. The motivations of students to participate in on campus employment are investigated through the results chapter of this thesis as it considers whether there is a balance between intrinsic and extrinsic student motivations or if there is a dominant narrative around payment as the principal driver.

2.3.3 Student development

There are varying perceptions of the benefits from students working on campus. A manager with an institutional perspective may cite an improvement in retention figures, whilst a student may talk of the financial return or the skills developed as part of their progress to full-time employment beyond their university life. This research will also provide a focus on the skills that student develop through employment on campus. The additional skills and behaviours that students may adopt through exposure to any working environment, on or off campus, could have long term benefits for the employment prospects of those students, and the generation of new skills or the adoption of professional behaviours could also be viewed as enhancing

a student's employability. This proposition is beyond the scope of the research in this thesis, but the employment rates and related salaries of students who have undertaken work on campus could be worthy of investigation.

The key to benefitting from these employment experiences is the student's ability to reflect on their engagement. Eraut (2000) talks of the cognitive components of deliberate reflection as being reflective deliberation: making sense of and/or evaluate your own experience including what you have heard or read, and prospective deliberation which is focused upon the impact on a future course of action and includes decision making and resolution of contentious issues. The students engaged in the research for this dissertation appear to be engaged in that reflective deliberation and an analysis of their views is provided in chapter four (4.3.1).

Chickering and Reisser (1993:8) identified seven vectors of development that provide a useful reference point when considering how student employment might impact on student development. These included developing competence; managing emotions; developing mature interpersonal relationships; developing purpose; establishing identity; moving toward independence and developing integrity. They identified environmental and institutional factors that may support or hinder such development such as faculty/student interaction, institutional size and the nature of the community. This thesis considers student working opportunities that spanned the intellectual and creative academic development work of a SAP to the procedural job roles of a student ambassador. However, it could be argued that any engagement in employment would address some of these vectors of development and these are explored fully, in section 4.3.2, as students explain how they have managed relationships and considered their own identity and purpose.

The student employment programme at BCU provided the opportunity for students to participate in activities that could result in significant intellectual development through problem solving and creative activities. Pusser's (2010: 151) view was that the decoupling of intellectually challenging work from remuneration was a challenge for universities in the future as there was not an evident rationale for this division. The approach at BCU would appear to support this view, and it is also true that different approaches will need to be employed in different contexts, within different universities engaging with different student populations.

Pusser (2010: 144) also discussed the critical intellectual development of students who work. He highlighted examples from the qualitative aspects of his study that explored how students had grown. For example, one student reports that '*being in the program has really helped me to grow as a person*'. However, Pusser (2010:148) suggests a clear distinction between types of employment stating that few jobs offer the intellectual stimulation craved within a university education and asked '*what might a model of student employment that contributes to a broader project of transformative student intellectual development look like?*'. His research showed that most student employment programmes in universities that offered intellectually challenging work were '*decoupled from remuneration*' is of interest to this study as the opposite is true at BCU.

Lewis (2010:156) suggests that '*on-campus employment is one type of college experience that can promote engagement*' and goes further to suggest that '*employment may provide an opportunity for a student to engage with certain learning domains more frequently*' and therefore enhance skills development in those areas. Lewis identified 5 learning domains that could be affected by a student's employment on campus:

- Career development: gaining knowledge and experience around professional life choices;
- Civic and community engagement: active participation in campus and community life;
- Leadership: visualising a goal, communicating effectively and enlisting others;
- Ethics and values: ability to create, articulate and live within a personally meaningful value system;
- Responsible independence: becoming self-reliant and being able to manage your life effectively.

The last of these is of significant interest to this research as there is evidence (Dinther et al, 2011; Holdsworth et al, 2017) that students who attend a university like BCU that focuses upon social mobility and widening participation may enter with relatively low level academic achievement, possess characteristics of disadvantage (first in generation or poor socio-economic habitus) and can exhibit a lack of

confidence and resilience. The generation of confidence and 'responsible independence' will be explored further in section 2.3.4.

One of the bi-products of student employment on campus is the day to day interactions between staff and student employees. '*Much learning takes place informally and incidentally, beyond explicit teaching or the classroom, in casual contacts with faculty and staff, peers, campus life, active social and community involvements, and unplanned by fertile and complex situations*' (AAHE et al, 1998:8). Lewis (2010) also highlights the benefits of observation. By working alongside more experienced colleagues, students better understand professional behaviours and are more prepared for 'managing-up' when they seek employment. The Association of Graduate Recruiters (2016) identified 'managing-up' as being the number one skill that graduates lacked when they entered the workforce.

Lewis (2010: 167) highlighted the 2007 study of student employees at Northwestern University that promotes the view that working has at least a limited and in some cases a major impact on student learning. '*Twelve of the 13 examined experiences (all except formal training) were positively correlated*' with a measure of learning that reflected his five learning domains. Students directly saw the connections between their working experiences and gains in the five learning domains. However, Lewis is right to point out a dilemma that occurs as a result of this success. The purpose of student employment, especially on campus, should be debated as the reason for the provision of such a service could either be primarily focused on providing cheap labour for the institution with some incidental learning for students or it could be used as a vehicle to challenge students and deliver high impact learning experiences through a new vehicle .

Devaney (1997) suggested that universities should transform service areas in their organisations into learning environments rather than workplaces, *'we must see ourselves as teachers rather than as managers or taskmasters focused on getting the work done' (p1)*. AACU (2007) has tried to promote this perspective and offered a framework for how administrators may better structure the student learning experience within the working environment which has been enacted by many universities through the Liberal Education and America Promise (LEAP) initiative in the USA (AACU, 2011).

At Providence College in the USA a model exists that sees student leading groups of more junior students and undertaking work with community partners. Kelly and Lena (2006: p126) state that these student leaders '*develop and practice the skills necessary to lead, supervise and facilitate the service-learning of other students*'. In that same text, at Marquette University, they suggest that '*students gain many transferable skills, including planning, organising, problem solving, co-ordinating, public speaking, working with others, communicating orally and in writing, and coping with frustrations*' (p143). Such skills development would be worthy of many programmes of study, let alone something viewed as extra-curricular.

The concept of lifewide learning recognises the central role of students in designing and recognising their own learning experiences. Whilst lifelong learning is a recognised term in the educational sector, the lifewide approach seeks to recognise all the learning that students gain at a particular point in time. This resonates well with this investigation as it could be argued that students whilst experiencing their degree studies are also learning a variety of skills from their employment on campus and the other activities, such as caring or voluntary work, that are taking place in their life. Jackson (2012) and colleagues suggest the merit of this approach for students, but recognise the challenge for universities. Many universities possess extra-curricular awards programmes in which a small percentage of their most engaged students will participate. Student employment on campus enables students who may not be able to commit the unpaid time to such extra-curricular learning activities to engage with learning opportunities on campus, gain that development possibility and contribute to the wider university community. The broader benefits and challenges of this will be discussed later in the conclusion as the generation of a sense of community and the relationships between students and staff are further explored.

Perna (2010: 33) aligned with Lewis (2010) and asked universities to "*consider ways to transform employment into an experience that can enhance students*" intellectual development'. She felt that the combination of economic and personal pressure on students means that universities should reconceptualise the working experience to offer more benefit to students' educational outcomes. The opportunity to utilise student jobs on campus as part of student placement/work experience activity has not been addressed by BCU, but it would seem a logical extension that could better

integrate the experience within the intellectual and academic development of students.

2.3.4 Student resilience and self-efficacy

Alongside student development and the sense of belonging that may be created by working on campus, there is literature to support the development of resilience within students through participation in activities on campus and by the wider engagement with staff and students. In Richardson's (2002: 308) theoretical perspective of resilience, three sets of descriptions for resilience are described. He described these as resilient qualities, the resiliency process and innate resilience. Johnson et al (2015: 880) reflected upon these descriptions and "*found that influential people who were perceived more as models of resilience in students' lives had a stronger direct influence on students' own perceived resilience than those influential people who were perceived more as messengers of resilience".* They offered the distinction between those who talked about behaviours and character that enable resilience (messengers) and those who led by example and who students could identify with and trust. These models of resilience may be available through the line managers of students who are working on campus and the research findings make reference to such role models in chapter four.

Walker et al (2006: 254) claimed that "*if the dominant discourse of pressure while at university is one of dealing with it individually as a rite of passage through academia, perceptions of the need for a more relational approach to coping are often conflated with a lack of resilient spirit, particularly in an academic sense*". In such instances lack of resilience is often seen as a weakness of character. This manifests itself in many ways, one of the most high profile of which is the dramatic increase in students declaring mental health issues (IPPR 2017) when they arrive at University and the implications this has for student retention. Through integration with role models and/or mentors in the university workplace support may be available to enable and support the resilience that many students already possess.

Holdsworth et al (2017: 1) described resilience as "*a set of attitudes and behaviours which are associated with an individual's ability to bounce back and to adapt in the face of risk and stress*". The academic literature broadly identifies two types of

positive protective factors associated with individual resilience. These are internal and external factors. The internal positive protective factors include individual qualities or characteristics that are responsible for fostering resilience. Holdsworth et al (2017: 2) explains that:

> "*the important external factors that contribute to the development of resilience include 'caring relationships, high expectations and opportunities for meaningful contributions'. Positive external factors that support a learner in a university context include lecturers nurturing learning, a related or responsible adult protecting student wellbeing, a supportive friend who acts as a consultant, and a caring parent*".

It might be suggested that a supportive working environment from new colleagues would enhance a sense of belonging and help create external resilience factors. However, that supportive nature cannot be guaranteed and the results chapter will offer some evidence in that regard.

Walker et al (2006: 254) stated that there was a need to "*examine the role of resilience by exploring the life experiences and personality traits that interact and build resistance to strong social and cultural pressures that influence people to take the decisions they do*". It would make sense that any individual's ability to be resilient would be determined by their personal circumstances. In this regard the ability for students and staff to identify the key influences that shape student perspectives on an individual basis become key. Through the use of an intersectional lens students could enhance their own resilience and universities create more supportive approaches.

Walker et al (2006: 252) explains that "*in a climate where students are making ever-greater economic and emotional sacrifices to enter and succeed in higher education, arguably, we need a more sophisticated analysis of resilience, one that is currently lacking*". With the need for students to pay substantial tuition fees and cover their living expenses there is a chance that a student's resilience is being even more tested now than it may have been in the past. Holdsworth et al (2017: 2) suggest that the University's role

> "*as a primary contributor to the development of resilience in students is evident. Universities can nurture resilience in their learning community both formally and informally. In a formal capacity, universities can facilitate learning experiences that tacitly support the development of skills and capabilities attributed to resilient individuals. Informally, universities can support the development of resilience through community-based activities and programmes such as clubs, student union activities, and outreach programmes*".

The creation of a jobs on campus programme in which students are able to work alongside experienced academic and professional staff may offer such support.

It is evident from the literature that some researchers believe that the ability of a student to generate relationships with peers and staff significantly improves their confidence. Holdsworth et al (2017: 11) explain that "*encouraging the development of friendship networks assists in the development of resilience and consequently students identified the need for universities to foster the development of community through social gatherings, both formal and informal, and the facilitation of social groups as part of the university experience*". Walker et al (2006: 258) state that "a *significant feature of resilient behaviour is the ability to trust oneself and others, especially in domains with critical roles in identity formation, in this case education*". Johnson et al (2015: 869) report that "*Students' social supports and the influential people in their lives may influence how students develop their own sense of resilience and how they persist through academic challenges. Social supports, such as family and friend [peer] supports have been reported to be positive predictors of college students' perceived resilience*". Through the development of new relationships with staff whilst working on campus there is the potential for such support and trust development and for that greater sense of community being generated that enhances persistence at University. This was discussed in section 2.3.1 through the work of Solomonides et al (2012: 20).

There is a related field that discusses the self-efficacy of students. Bandura (1997: 3) considers self-efficacy as "*beliefs in one's capabilities to organise and execute the*

courses of action required to produce given attainments". Dinther et al (2011: 96) sought to investigate self-efficacy and saw it "*as the self-belief a person holds or his personal judgement about his competencies*". They considered social cognitive theory and the four main sources that create students' self-efficacy. These are identified as "*authentic successes in dealing with a particular situation*" where the student feels a mastery of that particular experience. Vicarious experiences where others are observed; social persuasion where feedback from others and discussion empowers that belief; and finally through identification of mood and emotion. The possibility for students to generate an enhanced feeling of self-efficacy will be explored through the research findings, in chapter four, and the opportunity for authentic successes, vicarious experiences and feedback would be examples of how working a student jobs on campus might enable student resilience and development through greater support being in place.

Drawing upon the work of Bandura (1997) and others, Turner (2014: 593) believed that the generation of confidence or self-belief was key as she found that *"belief in one's ability to apply skills and knowledge is of paramount importance in influencing academic achievement and outweighs knowledge and skills in this respect*". She highlighted the relationship between the nature of self-efficacy and its ability to predict academic success. Turner (2014: 594) identified a challenge for universities in how they might "*provide an opportunity for students to develop their self-belief devoid of this specific disciplinary context*" negating the opportunity for the development of self-belief through extra-curricular activities. This may be a limitation of this particular paper, but Turner (2014:595) does agree with Bandura (1997) and recognise that "*an individual who is more self-efficacious in a particular situation will undertake more challenging task, will persevere in the face of challenge and will have less stress and anxiety in learning situations*". This describes the type of resilient behaviours that have been highlighted in this portion of the chapter and that will be considered as the results of the research are revealed in section 4.3.2.

2.2 What is the significance of student employment on campus for Birmingham City University and the higher education sector? (RQ3)

The final research question within this thesis seeks to evaluate the institutional and sectoral benefits and challenges of student employment on campus. This involves some reflection on engagement practices and the impact of that engagement on institutional measures of student success.

2.4.1 Institutional reasons for student engagement

Student employment on campus sees students being engaged with their institution and colleagues in the workplace. The literature reveals many definitions of student engagement. In a student engagement literature review undertaken for the Higher Education Academy, Trowler (2010:3) stated that:

> *"Student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution".*

This definition effectively enshrines the approach taken by the university as it created the jobs on campus programme as it makes explicit the commitment required from, and the benefits to both the student and the university. It does not focus purely on the impact on students or the institution but recognises that both parties input into the activity and both can receive benefits as a result.

Trowler (ibid) was able to create her definition by drawing upon the earlier work of notable writers in this field such as Kuh (2001) and Coates (2005) who developed their thoughts and refined their definitions over the past 20 years. Coates work (2005:26) emanated from the Australian higher education context where he posited that:

> *"The concept of student engagement is based upon the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities. Learning is seen as a 'joint proposition'…however which also depends on institutions and staff providing*

students with the conditions, opportunities and expectations to become involved. However, individual learners are ultimately the agents in discussions of engagement".

This is one of the key tenets of the research presented in this thesis as it suggests that the impact of the student employment of campus can only be effective when both the university, through resource and systems development, and the student, through the motivation to work and willingness to engage in the activity, collaborate for the benefit of both parties. It may be argued that the power differential between a large institution and a single student makes genuine collaboration difficult. Section 4.3.2 offers an insight into collaboration in this research study, through engagement between two individuals, the student and the colleague.

Some definitions of student engagement had previously focused upon the student in isolation. For example, George Kuh (2001:3) started by defining engagement as *"the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes".* Kuh is seen as one of the founders of this discourse on student engagement in the USA and he developed his thinking to express the belief that *"student engagement represents the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities"* (2009:683) which is more aligned with the definitions of Coates (2005) and Trowler (2010). The desired outcome is an interesting term as that would most probably suggest an academic grade. However, it could also be suggested that student engagement's first priority, which could be supported by employment on campus (Astin,1993), is to ensure that a student is retained on a programme of study and does not leave the university for reasons that could be avoided.

Institutional strategies have to be constructed to enable learning to take place across the great many ways in which a student might engage with the institution and perhaps student employment on campus can enable that learning. Barr and Tagg (1995: 565) detailed that the institution needs to move from the instruction paradigm which assumes that "*a college is an institution that exists to provide instruction*" to one that adopts a learning paradigm where the "*college is an institution that exists to produce learning*".

Huba and Freed (2000) suggested the need to move from a teacher centred learning environment to one that is learner centred. Key characteristics of the former environment include student passivity and knowledge transmission while the learner centred environment where the culture is co-operative, supportive and collaborative where the academics' role is to coach and facilitate learning together with students. To extend this suggestion to professional services staff in a university who can equally support student learning with an employment environment on campus is not a substantial leap as effective leadership espouses the need to support and develop their staff which should embrace that learner centred approach.

Pascarella and Terenzini (2005: 410) explained that from their research of on campus employment programmes in the USA they found multiple benefits for students who engaged "*In addition to providing financial support, work study also gives students opportunities to interact with administrative staff and faculty members, enhancing their students' social and academic integration*". Their research more broadly asserts that on campus employment has a positive impact on student persistence. However, students cannot engage on their own and the opportunity to engage has to be made available by the institution or those who work within it. Friere (1972: 66) posited that "*Authentic education is not carried out by A for B or by A about B, but rather by A with B, mediated by the world – a world which impresses and challenges both parties, giving rise to views or opinions about it*". The 'mediated world' of student employment on campus enables the generation of such an authentic education.

Research into student engagement and the corresponding outcomes has taken different routes in various parts of the world. As has become apparent during this literature review, researchers in the USA and Australia have been considering this area of student activity and have developed rationale and evidence (Kuh 2009, Krause 2012, Pascarella and Terenzini 2005) which is accepted and engaged with by the sector as exemplified by the American National Survey of Student Engagement (NSSE) which was created by Kuh's team at the University of Indiana.

Within the UK, the focus has been more upon widening participation and how universities can adapt their behaviours to improve the chances of this group of students surviving at university. This is evidenced by the work of Jones (2008)

whose synthesis of student retention and success literature is much more narrowly focused than the similar exercise undertaken by Troxel (2010) in the USA. The initial limitations of the UK approach were perhaps best exemplified by Little et al (2009) as their report on student engagement in the UK professed to consider the educational field of student engagement activities in the UK. However, in reality the majority of the report focused on student representational systems in UK Universities and student involvement in quality assurance processes and did not discuss or further student engagement development across a broader spectrum of opportunities and outcomes. This approach reflects perhaps the timing of the production of the report as institutional student engagement approaches were in their infancy in the UK and this was reflected in the ambition of the report. This field of inquiry around student engagement in the UK has grown substantially in recent years and the university has contributed significantly to that growing evidence base (Nygaard et al, 2013; Freeman et al, 2014; Millard and Hargreaves, 2015; Curran and Millard 2016; JISC 2016). However, the focus on student development in and engagement with student employment initiatives on campus is an inquiry that requires further exploration as it is in its infancy in the UK. This study seeks to add to that body of knowledge through this thesis and the publications that will follow.

2.4.2 Sectoral impact of student engagement

The National Survey of Student Engagement (NSSE) in the USA is completed by students at over 1200 colleges is built around five concepts of engagement and effective educational practice. It considers:

- Level of academic challenge: traditional preparation and engagement with academic study
- Active and collaborative learning: collaborate with classmates and others in and outside of classroom to take forward concepts
- Student-faculty interaction: working with faculty staff – discussing ideas to planning careers
- Enriching educational experiences: participating in value added activities such as study abroad, volunteering, student organisations

- Supportive campus environment: social and non-academic engagements within the university environment that support student endeavour and persistence.

These concepts are reviewed with students through the research in this thesis and, more widely, through sectoral review processes in the UK including surveys such as the National Student Survey (NSS). The NSS now incorporates more of an engagement focused approach through questions on community, student voice and the level of interactions between faculty, staff and students.

Engagement is important to the HE sector and policy makers because as the research of Tinto (2000), a regularly cited expert on student retention explains that engagement is the most significant influence on student retention or persistence. Tinto's work reveals that when students become disconnected from the institution they are more likely to leave. He states that (2000:7) "*Leavers of this type express a sense of not having made any significant contacts or not feeling membership in the institution*". Therefore, the value of effective engagement for universities is clear, whether this be taken from a moral standpoint or as the need to retain students for a healthier balance sheet. The impact of student employment on campus in this regard could be significant and will be explored through chapters four and five in this dissertation.

The Australasian Survey of Student Engagement (AUSSE) produces data to enable institutions to attract, retain and engage students. It reports on the time and effort students devote to educationally purposeful activities as well as student perceptions of other aspects of their university experience. The purpose of the AUSSE (ACER, 2009:1) is to "*provide institutions with new and significant perspectives for managing and enhancing the quality of education*". To do this it (ACER, 2009:3) uses a broad definition that "*Student engagement is an idea specifically focused on students and their interactions with their institution*". However, it augments the definition to move beyond aspects of teaching to include "*the broader student experience, learners' lives beyond university, and institutional support*". The way in which universities engage with their students through employment roles on campus would support that broader definition and it recognises some of the challenges that universities will experience as they evolve the offer to students in the future.

Kuh (2003: 24) defines student engagement as "*the time and energy students devote to educationally purposeful activities*" and Harper and Quaye (2009:5) state that "*It is entirely possible to be involved in something without being engaged*". Engagement can take place in a multitude of environments and could be said to reflect the student's outlook, through their attitudes and sense of self, rather than the situation offered by the institution. However, Nygaard et al (2013) postulate that student engagement needs to be a 'state of mind' across an institution and can occur throughout the University experience, whether on campus, in a classroom or elsewhere. This approach is echoed within the Higher Education Academy's (2014) Framework for Student Engagement through Partnership which discusses the institutional approach to working with students as partners and the need to embed this with the processes and procedures of the institution in order to embed the culture of partnership.

For the sector and individual institutions one of the key drivers for engagement work with students are the policy levers that are put in place that require them to deliver engagement based activities. As was mentioned under section 1.1 in this chapter the Quality Assurance Agency (2012: 5) defined what it views as partnership and will expect to see this delivered within all institutions it inspects. It states that "*the terms 'partner' and 'partnership' are used in a broad sense to indicate joint working between students and staff….by working together to a common agreed purpose, steps can be taken that lead to enhancements for all concerned".* Through this research it is anticipated that evidence will be generated to show institutions and the sector that a new type of engaged partnership can be created that not only meets the minimal requirements of the QAA (2012), but that also enhances the quality of the learning experience, the sense of community and the development of individual students.

2.5. Conclusion

This chapter has reviewed the literature and considered the theoretical basis around student engagement, development and motivation whilst encompassing discourses around partnership and policy drivers. I would suggest that the opportunities for learning for students, staff and the institution from enabling students to be employed

alongside staff within the university machine provides such a rich opportunity for student development and engagement.

This chapter focused upon the three research questions being investigated by this thesis. It began by considering the governmental drivers changing funding across the English higher education sector and the impacts this had on students. It discussed the evidence for supporting theories around student engagement, belonging, motivation and development. Finally, the chapter considered how the literature suggested these factors might impact upon institutions and the sector as a whole.

The literature suggests that partnership working between students and staff benefits all, especially if this is conducted through on campus employment and that it recognises the primacy of study time over the number of hours a student might work elsewhere. The next chapter presents the methodology for the research that was undertaken as the researcher sought to create and deliver a research framework that would help investigate and explain the attitudes, behaviours and complexities of the students involved in working on campus at the University. It highlights a mixed methods methodology that was employed through a case study approach and how the supporting research tools were designed, tested and implemented.

Chapter 3: Methodology

3.1 Introduction

This chapter presents the rationale behind the research design that was adopted for this study. It discusses the overall approach and the methods used to collect and analyse the data. In particular, the chapter explains why a case study design was adopted through the research, rather than alternative approaches, and the implications for the research design. It also discusses and provides argument as to why a mixed methods approach was adopted through a quantitative survey combined with qualitative focus groups and explains how these were designed.

As Cresswell (2009: 4) considered modern day research, he identified that "*the situation today is less quantitative versus qualitative and more how research practices lie somewhere on a continuum between the two*". He suggested that studies now often utilise the two practices with one being more dominant than the other. This research follows that perspective as the EdD study programme helped students consider the breadth of research designs and processes. Through discussion, reading and analysis of options it was concluded that the research should adopt a social constructivist approach in addressing the design of the research questions. This perspective was informed by Gray (2009:18) who suggested that "*Meaning is constructed not discovered, so subjects construct their own meaning in different ways, even in relation the same phenomenon*". This resonated with the investigation that was planned for the students. The research questions identified in this thesis were created to seek to make sense of students' perspectives of the impact of working on campus. Cresswell (2009: p9) talked of the constructivist researcher's need "*to make sense of (or interpret) the meanings others have about the world*". The research questions were addressed within the framework of a single case study design and the rationale behind this decision is discussed in great detail later on in this chapter (3.3 and 3.4).

The research questions that formed the foundation of this research were:

- What factors influence students' decision to seek employment on campus?

- What are the implications of student employment on campus for students and their learning?
- What is the significance of student employment on campus for Birmingham City University and the higher education sector?

3.2 Methodology

3.2.1 Case study approach

This research takes a case study approach. The case study in question was the University's 'Jobs on Campus' programme within the UK context. This remains a distinct cross-institutional programme and the investigation focused on a time period from March 2015 to May 2016. The programme employed around 800 students across each year. This investigation surveyed 384 students who were employed at the date of the survey point and received responses from 153, a 40% response rate. The students were drawn from all faculties across the university and were studying on a wide range of undergraduate degree programmes.

Gray (2009: 246) explains that "*The case study method can be used for a variety of issues, including the evaluation of training programmes, organisational performance, project design and implementation*". In this instance the case study was the University's approach to a jobs on campus programme within the UK context. At the time there were many instances of such programmes in the USA which offered insights, but few, if any, in the UK and Europe. This situation has now changed as numbers of UK initiatives have grown. This will enable this case study to initially lead and then sit amidst other evaluations of the impact of such other programmes.

The first research questions (RQ1) sought to uncover the reasons why students chose to work on campus. When the research process was being developed and the students were being engaged, there was a degree of uncertainty in my mind around the causality of relationships. Gray (2009: 247) suggests that researchers adopt a case study approach when they are exploring subjects where relationships may be uncertain and that case studies seek to "*attribute causal relationships*" rather than just describe a situation. Gray's (2009) view was that the case study is of particular use when the researcher is seeking to reveal relationships between the area of

investigation and the context in which it is taking place. It was anticipated that the focus group phase of the research could reveal such linkages and this was considered as the topics for further discussion and questions were designed. During the design phase, the intention had been to utilise a survey to produce data that could be further explored through the focus group, in case anomalies or further questions occurred out of the data.

The second research question (RQ2) focused particularly upon the implications of students working on campus and the impact it had on their perceptions of learning and their situation within the university environment. The work of Yin (2003) influenced this investigative approach as it suggested that a case study was an empirical enquiry that *"investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident".* The blurring of learning situations is of interest in this research as it seeks to reveal how students, as learners and as workers, engage with the university. The learning that students take from their employment together with the way this impacts on behaviours means that Yin's view is relevant to this study as the research considers the real life context of these students and how working on campus may blur their perception of their student identity. He also suggested that case study research could be utilised for representative or typical cases where the research attempts to capture the circumstances and conditions of an everyday or commonplace situation. This would concur with the setting as the notion of working is an everyday situation, it is just that the context or circumstances is relatively new within the UK. Ultimately, in this instance the research seeks to establish findings that may be relevant to universities and the students that study within them.

The case study approach afforded the opportunity of investigating this singular occurrence at a particular university with individual students. The findings might then be able to be developed to provide examples and lessons that could inform the wider higher education sector as identified within RQ3 which seeks to identify wider learning for the university and the sector through the implications of the outcomes from RQ1 and RQ2. Yin (2009: 48) in his discussion of the benefits of utilising a case study design when undertaking research states that "*the lessons learned from these cases are assumed to be informative about the experiences of the average person or institution*". Yin's (2009: 46-53) work suggested reasons for choosing such a

design which aligned with the thoughts of this researcher as, at that time, this was a relatively isolated case in the UK university sector and therefore made it worth investigating.

A key element of the case study approach was to enable the outcomes to reflect the actual experiences and words of students who participated in the programme, and support RQ2. This would make this inquiry impactful and would enable the student voice to resonate from the findings. Gomm et al (2004:19) highlighted an aspect of a case study design that echoed this desire "*I believe that it is reasonable to conclude that one of the more effective means of adding to understanding for all readers will be by approximating, through the words and illustrations of our reports, the natural experiences acquired in ordinary personal involvement*". This research draws conclusions and report findings drawn from a survey and focus group activities. It is through the focus groups that the actual words and phrases that students chose to use to describe the impact of working on campus, on themselves and their learning, has been collated and analysed. This should be more powerful and insightful than this researcher attributing his own descriptions and offers that authenticity for which the case study design is selected.

The Jobs on Campus programme was only a small part of the students' experience whilst at university. The opportunity to identify appropriate boundaries through the case study question design and the creation of research questions in this study ensured that the breadth of the investigation did not grow and spread to less relevant areas of interest. Flyvberg (2011: 301), states that case study research stresses developmental factors and that a case study approach will often see evolution over time resulting in a "*string of concrete and interrelated events*" that when brought together combine to deliver and constitute the case. Finally, he confirms that case studies offer context through a relationship to the environment. So the drawing of the boundaries for the case study determines "*what gets to count as case and what becomes context to the case*". As the research questions and the methods of engagement with students were written, there was some uncertainty about whether the jobs on campus programme would have similar impacts to those delivered in the USA and whether UK students would behave and respond in similar ways to students from the USA. Chia (2002) offered a perspective based on a postmodernist approach that:

> "*elevates the roles of resonance, recursion and resemblance as more adequate terms for explaining the 'loosely coupled' and heterogeneous nature of real-world happenings. It is argued that thinking in this more allusive and elliptical manner enables us to better appreciate how social phenomena such as 'individuals' and 'organizations' can be viewed as coincidental and temporarily stabilized event-clusters rather than as deliberately engineered concrete systems and entities".*

This view seeks to bring some realism back into our theorizing and resonated with the research that was being undertaken in this study through the research questions. RQ1 and RQ2 sought to uncover the reality of the student view rather than how the jobs on campus system was supposed to work. This linked to the earlier observation by Yin (2003) around the blurring of the context for learning and working. This is pertinent within this research as it considers the student perspective at this point in time and with the varying personal and societal circumstances within which the targeted student population live and engage.

The depth and detail afforded by this research design was attractive as it provided the opportunity to identify individual student perspectives, to support RQ1 and RQ2, on the impact of student employment on campus on students' reasons for working and the impact on their approaches to learning. This accords with Flyvberg's view (2011: 301) of the importance of the choice of the unit of study and the setting of its boundaries in case studies. He suggests that a case study approach will enable the researcher to study the case either qualitatively or quantitatively or through a mixed methods approach. However, he points out that such a study would need to be intensive, having greater "*detail, richness, completeness and variance – that is depth – for the unit of study than does cross-unit analysis*".

However, Yin (2009: 50) highlighted an alternative model of a single case study with embedded sub-units where there is more than one unit of analysis. This led me to consider carefully exactly what was the unit of analysis in the case study. In my case the units could be students, employed students, the jobs on campus programme itself or the university. However, through the design of the research questions it was possible to draw a definition for the unit of analysis. This focused upon students who

were employed on the jobs on campus programme during the period in question. This was supported by the design of RQ1 and RQ2. The fact that RQ3 focuses upon the wider impacts on the University and HE sector could add an element of confusion, but it should be remembered that any suggestions in regard to these elements were founded upon the findings from the unit of analysis, the students.

Flyvberg (2011: 302-313) identifies five challenges or "*misunderstandings"* that more conventional research approaches would level at case study researchers. In a discussion of these *misunderstandings* Flyvberg provided strong arguments of the value of the case study approach that helped shape the approach to the investigation being explored in this thesis.

Misunderstanding 1	General, theoretical knowledge is more valuable than concrete knowledge.
Misunderstanding 2	One cannot generalise on the basis of an individual case, therefore, the case study cannot contribute to scientific development.
Misunderstanding 3	The case study is most useful for generating hypotheses; that is, in the first stage of a total research process, while other methods are more suitable for hypotheses testing.
Misunderstanding 4	The case study contains a bias towards verification, that is, a tendency to confirm the researcher's preconceived notions.
Misunderstanding 5	It is often difficult to summarise and develop general propositions and theories on the basis of specific case studies.

Table 3: Misunderstandings and the case study paradox (Flyvberg (2011: p302))

Addressing misunderstanding one, he suggested that case studies create a *"type of concrete, context-dependent knowledge*" that enables researchers to develop and learn, so that they can start to move from beginners to experts. The context of the research allows the researcher to understand the nuances of the undertaking and

the findings. As Eysenck (1976:9) suggested "*sometimes we simply have to keep our eyes open and look carefully at individual cases – not in the hope of proving anything, but rather in the hope of learning something*". The focus for the research area being investigated, students working on campus, originated from such a desire as there was a need to better understand the reasons why students chose to engage.

In responding to the view that the researcher cannot generalise from a case study, it could be suggested that this research involves a large number of individual students, who collectively constitute a mass of examples within this specific context. George and Bennett (2005) demonstrated a strong relationship between case studies and the development of theories and they themselves suggest that researchers "*can often generalise on the basis of a single case*" and that "*the force of example and transferability are underestimated*". However, this research will not seek to generalise from one student example as over 150 student employees have been involved in this research and so any wider points of learning or examples would be constructed from the collective evidence of the unit of analysis.

The third misunderstanding suggests that the case study method can be useful to create hypotheses, but that these are better tested and built upon by other methods. This relates to the previous view that a researcher should not generalise from a case study. George and Bennett (2005: 6-9) challenged this and found that the benefits of a case study approach focused around it being better for theory development in some instances because it can be more effective than other methods. In particular, in terms of the research questions utilised in this research, RQ1 and RQ2, the ability of the case study approach to *"Process tracing that links causes and outcomes"* and the ability to support *"understanding the sensitivity of concepts to context"* were embraced by the particular methods chosen in this research, such as the design of the questions utilised in the surveys and the focus groups.

This research could have explored student attitudes and engagement with employment generally. However, the focus identified by the researcher was to explore the impact of student employment on campus on student learning which constrains the inquiry deliberately to ensure it retains its focus. As one of the few examples of such an institution wide approach in the UK the student employment on

campus service at this university might be viewed as an extreme example, but the opportunity for learning for the HE sector was identified through RQ3. This aligns with Flyvberg (2011: 306) who also observed that the generalisation of a case study can be increased by the strategic selection of the case being studied. In order to gain the most valuable information, the use of representative or random samples may not be the most beneficial path. He suggested that extreme cases often reveal more information and aid understanding as they often reveal deeper causes behind the issue and its probable consequences.

The fourth misunderstanding around the case study approach centres around the belief that it tends to confirm the researcher's preconceived beliefs. Flyvberg (2011: 309) points to numerous researchers (Campbell, Ragin, Gertz, Wievorka, Flybjerg and others) who upon conducting detailed case study research have found their preconceived hypotheses were incorrect and that they needed to revise them. At a local level I had a view of what responses might be expected from the students, in the surveys and focus groups, based upon evidence from the USA and my own interactions with students at the University, but there was always the possibility, and indeed likelihood, that students participating in the case study would present findings and challenges that had not been considered and which would challenge the original hypothesis.

The proximity to the research that a case study approach requires means that the researcher generates a greater understanding of the nuances of the context and the findings that can often lead to preconceived notions and theories being revised or discarded. This is one of the reasons why I felt this was an appropriate approach to addressing the research questions, as carrying out an in-depth case study would enable me to get close to the data and the students to explore their attitudes and motivations to employment and learning.

I was aware of my view, based on previous experience, that students who were employed on campus would be more engaged with the university and more motivated to learn. However, this was only supported by anecdotal encounters with students over previous years and by the literature I had reviewed and been involved in writing. The anecdotal nature of this was one of the primary reasons for the need to undertake further exploration through this study. I recognised that my original

view may have been formed by encountering only the most engaged element of the student spectrum, those students who would want to participate in university activities whether they were paid or unpaid. The ability to test this belief and question a large number of students' unknown to the me was of great interest and would test any prior beliefs.

The personal nature of the student perspective in this research meant that any findings would be pertinent to the individual and that any desire to generalise could be problematic. Flyvberg's (211: 311) final misunderstanding suggests that the case study approach does not help in generating summaries or theories. He acknowledges this difficulty, but states that this is not a fault of the case study approach, but rather an issue to do with the complexity of the realities being studied. He proposes that researchers may address this issue by writing up their studies in such a way as to remove themselves from the role of narrator and summarizer and "*tell the story in its diversity, allowing the story to unfold from the many sided, complex, and sometimes –conflicting stories that the actors in the case have told researchers*". This allows the reader to "*decide the meaning of the case*" and interrogate the results and actors in the case as they determine appropriate. This resonated with the research being undertaken in this case as I sought to better understand and be informed by the students who participated. The students provided their own truths through the survey outcomes and the focus group discussions. The task through RQ3 was to bring together these outcomes through this case study approach to identify broader learning for the University and the HE sector.

3.3 Methods and validity

In this section I explain how this study utilised a robust research design that enabled reliable data to be collected and analysed. The design of the research process and its implementation took into account the need to ensure that the research tools employed measured what they were intended to measure and that validity issues were minimised through effective design of methods and questions (Cresswell, 2009:162).

Gray (2009:155) identifies seven principles of validity, Cresswell (2009:162-4) discusses three threats to validity, while Yin (2009) highlights what he describes as the four validity tests common to all social science methods. These require the researcher to consider construct validity, internal validity, external validity and reliability and these are explored in this section and were addressed through the research design process.

Construct validity is minimised within this research as this case study utilises multiple sources of evidence within the university through a large number of students completing a survey that asks the same question of each participant. These outcomes are then explored with focus groups to further explore and enable better understanding within the research outcomes.

Cresswell (2009:163) identifies a number of threats to internal validity. These include history, maturation, regression, mortality and selection. Issues around history, maturation and progression are dealt with by the fact that students all undertake the survey at the same time. Mortality of the student population could have been a problem as some students may complete their studies and leave the university, but a large number of students were surveyed and therefore this provided an opportunity to still find enough students to populate the focus groups. The selection issue was a concern as those who may volunteer for a focus group may be self-selecting as they can afford to give up the time or are in some way more motivated. However, by incentivising participation in the focus groups it was hoped that a broad range of students would participate. The fact that 40% of students employed on campus responded to the survey suggests that selection in that instance may not have been a significant issue in that part of the research process. They may have felt compelled to complete the survey as someone from the University was asking them to complete it, but the supporting email sought to address that power imbalance through making it clear that student views were anonymous.

This research does not seek to generalise from a solitary finding, but seeks through analysis to learn from the survey of many students and the outcomes of the focus groups to explain, in this instance, how students' learning has been impacted by employment on campus. Cresswell (2009:162) suggests that external validity threats "*arise when experimenters draw incorrect inferences from sample data to other*

persons, other settings, and past or present situations". This was also addressed by Flyvberg's fifth misunderstanding earlier in this chapter. The case could be made by a sceptic that these results could only happen at Birmingham City University, but that is more of a defensive posture than one based on the reality of very similar universities spread across the UK. RQ3 will enable this dissertation to seek to develop examples and suggest wider learning for the university and the sector.

It is recognised that this research may find it difficult to identify causal relationships as there are likely to be multiple factors that impinge upon student answers and therefore this study will take a descriptive approach when analysing the findings from students. In addition, the challenge of the research making inferences has been addressed by utilising directly the students' language and words wherever possible. This will be prevalent when revealing the outcomes from the focus groups.

When addressing issues around reliability, the research tools deployed in this case study are documented in the appendices of this thesis and can be replicated by anyone who wishes to so do. The survey questions, research findings and completed focus group templates are all available and could be repeated. The one major variable in any repetition would be the student body that completes the survey and participates in the focus groups as these would inevitably change. The anonymity offered for students in completing the study would hinder that replication.

3.4 A Mixed Methods approach

The research detailed in this thesis follow a mixed methods approach which consisted of a quantitative survey of students employed on campus that then informed the running of qualitative focus groups with some of those students. The rationale for this will be explained and justified within this section. Cresswell (2009: 17-19) asserts that an effective mixed methods approach seeks to identify practical knowledge claims; employs inquiries that are sequential, concurrent and transformative; uses both open and closed ended questions and both qualitative and quantitative data analysis; develops a rationale for mixing data collection outcomes and integrates the data at different stages of the inquiry. This section seeks to build

upon these views through engagement with wider literature and relating it to the way in which the research was designed and conducted.

Johnson et al (2007) identified that "*Mixed methods research is the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration*". This approach can enable what they describe as a methodological eclecticism which can lead to a balance of research approaches, eliminating the weakness of each method. As Teddlie and Tashakkori (2011: 286) state: "*A researcher using methodological eclecticism is a connoisseur of methods who knowledgeably (and often intuitively) selects the best techniques available to answer research questions that frequently evolve during the course of the investigation*". The approach taken in this study was designed to elicit outcomes that would provide sound academic arguments for any considerations. Therefore, it was appropriate to test the approach across a large student group through a quantitative/qualitative survey and then seek to test the findings and some new sub-hypotheses through a qualitative focus group approach. This should enable the research to "*make greater sense of the numerical findings*" (p286).

I wished to utilise research methods that employed the aspects of complementarity and expansion so as to create a more robust research framework and more reliable outcomes. Greene et al (1989) reviewed 57 evaluation studies and found five main purposes for combining methods of research. These were: triangulation, complementarity, development, initiation and expansion. Gray (2009: 212) comments that within that study "*80 per cent of the primary purposes were either complementarity or expansion*". A mixed methods approach that sees quantitative and qualitative methods integrating to record overlapping and different elements of the issue being investigated offers that complementarity. As Gray (2009: 213) explains:

> *"So, for example, in an educational study, a qualitative interview could be used to measure a group of students' educational aspirations and the influences on these aspirations; a quantitative questionnaire could then be used to explore the nature, level and perceived ranking of participants'*

aspirations. Hence, the two measures are assessing similar as well as different aspects of the aspirations concept".

The approach undertaken in my research is similar to that explained by Gray. In addition, Gray (2009: 214) explained the benefit through expansion that enables the researcher to "*broaden and widen the range of a study*". This aligns with the research being undertaken in this thesis as the approach sees a questionnaire that can then be built upon through focus groups that enable "*qualitative interviews to explore the perspectives of participants and the group processes taking place within the programme*". Such an integrated approach enables further qualitative exploration, through focus groups, of indicative data contained within quantitative survey data.

It was possible that within this research, students may have offered wildly different views around the impact of employment on campus on their learning as it may have benefited some and disenfranchises others. That is why this research created an added layer of a focus group as it was hoped that would enable the unpicking of different student viewpoints. Teddlie and Tashakkori (2011: 287) highlighted the triangulation of outcomes as being one of the key strengths of a mixed methods approach, but pointed to a growing realisation that this triangulation was not always for the purpose of celebrating confluence, but also for enabling data to show differences and divergence which could "*provide greater insights into complex aspects of the same phenomenon*".

The students engaged in my inquiry originated from a wide variety of cultural, socio economic and geographical backgrounds meaning that their individual views will likely shape their approach and responses to the research questions. Ryan (2006) suggests that post-positivist values in research "*emphasise multiplicity and complexity as hallmarks of humanity*" as will be provided by the diversity of the student population engaged in this research. Henriques et al (1998, xviii) talked of placing the "*emphasis on meaning, seeing the person, experience and knowledge as 'multiple, relational and not bounded by reason'*". Findings from this research may help inform the design of jobs on campus programmes and inform leaders of how they might engage certain parts of the student population through such initiatives.

The position taken within this research would appear to align with the views of Gray and colleagues and supported the decision to adopt a mixed methods approach to this study. Cresswell (2008: 19) stated that mixed methods design can be usefully deployed to capture the best of quantitative and qualitative approaches. In particular, he highlighted that *"researchers may first survey a large number of individuals, then follow up with a few of them to obtain their specific language and voices about the topic"*. He believed that "*in these situations, the advantages of collecting both closed ended quantitative data and open ended qualitative data prove advantageous to best understand a research problem".* I believe that the approach of utilising both qualitative and quantitative techniques was appropriate to support the research questions I deployed. The questions were designed to discover base knowledge claims on what Cresswell (2008: 18) describes as "*pragmatic grounds*" with data collection occurring sequentially to enable me to draw out themes that might be further investigated.

This approach was replicated through my inquiry as a set of research questions were developed through the pilot phase of the research and a survey tool was developed to question an identified set of students. This was tested with students prior to the pilot survey being released to ensure they had a consistent understanding of the questions. The results of the pilot survey, which was a requirement of the professional doctorate programme, informed the refinement of the survey tool that was utilised for my research as I sought to ensure that I gained the data I needed to best inform the research questions. Feedback from the students and that initial pilot also enabled the development of a set of questions which were deployed with students in the focus groups.

The pilot phase was informative and the outcomes of questions were influential in reshaping some of the questions in the survey. The use of clear and concise language in questionnaire design is highlighted in many texts on research methods, such as Gray (2009: 337-368), and it was clear that some of pilot questions appeared to confuse the students. This was addressed and questions rephrased and tested prior to the investigations that inform the final version of the survey.

Gray (2009:247) states that case study methods tend to be deductive and founded upon the prior development of a theoretical position. This position can evolve

through time and as understanding improves, but a provisional hypothesis or set of questions would be created at the outset. This research followed such an approach as there was a general hypothesis that was to be investigated. The belief was that by students gaining employment on campus at the university, instead of at a commercial organisation (shop or bar) elsewhere, they were more likely to feel engaged with the university and that it would improve their learning experience. The University group that created the OpportUNIty student jobs on campus programme expressed an intention to offer student employment that was flexible and could adjust around the peaks and troughs of a student's study calendar. One of the aims of this research is to evaluate whether this goal had been achieved and to examine whether students benefitted from this within their learning. As a key member of that university group I acknowledge my positionality in this regard as I am well aware of the drivers for the programme and how it was meant to impact on students and the university community. I recognise this bias and the insider position in which I am engaged and this is discussed elsewhere and explicitly within section 3.8.

The quantitative elements of the survey sought to test the research questions through a set of detailed questions to students who were employed through the OpportUNIty student jobs on campus programme. The outcomes of the survey were then analysed through the Bristol Online Survey tools. The outcomes are provided in Appendix 3. These findings led to the creation of a new set of questions for investigation that were tested with the student focus groups through a more qualitative discussion.

In the UK there are also national student surveys which are able to provide generic information on student employment whilst at university. The UK Engagement Survey is one example. This is issued by the Higher Education Academy through Bristol Online Surveys and provides extensive information about how students engage with their learning experience and other activities, including employment. The data from this and other surveys were considered during this investigation as the research sought to compare findings with relevant ones from the sector.

Teddlie and Tashakkori (2011: 287) argue that pragmatism is the mixed methods paradigm. This pragmatism enables the researcher to choose the best methods to answer the research questions posed: "…*once a researcher has decided what she is*

interested in studying (e.g., what motivates the study, purpose, personal/political agenda, etc.) the specifics of her research questions will determine the choice of the best tools to use and how to use them" (p288). This is supported by Gray (2009: 204) who asserts that "*philosophically, mixed methods research adopts a pragmatic method and system, based on a view of knowledge as being both socially constructed and based upon the reality of the world we experience"*. This thesis follows elements of that pragmatic approach as it reports on the outcomes of a quantitative/ qualitative survey that is combined with focus groups interventions that had been informed by the survey outcomes. This offers complementarity and expansion as espoused by Gray (2009) as a means to exemplify the robustness of the approach.

A further strength of a mixed methods approach is around the interactive nature of discovery. Teddlie and Tashakkori (2011: p288) talk of an interactive or cyclical approach to research that, in their view, contains two interesting concepts:

- "*the context or logic of justification – the process associated with the testing of predictions, theories, and hypotheses, and*
- *the context or logic of discovery – the process associated with understanding a phenomenon in more depth, the generation of theories and hypotheses.*"

The latter concept signals an ability for researchers to be 'learning on the job' and the development of insights that can lead to the creation of new knowledge which can then help further shape the research. I believe that this is inevitable through the dynamic nature of this research with student attitudes and motivations potentially flexing over time meaning that the investigator must listen and be adaptable. The research followed the approach of Wolcott (1990: p19) "*We regard ourselves as people who conduct research among other people, learning with them, rather than conducting research on them*". The learning that was produced through the student responses shaped the outcomes identified in chapter four and the conclusions that were able to be drawn in chapter five.

3.5 Designing the survey

This research followed a pilot study in 2014 as part of the taught component of the EdD which allowed the trialling of questions with students. The pilot study had revealed some confusion over the phrasing of questions used in the questionnaire and therefore they were refined to make them more precise and understandable to the target group. I employ some students, through my role at the University, and was able to utilise those students to offer feedback on the wording of questions to enable clarity.

The survey was run through the Bristol on line surveys tool which is a reputable survey service administered by the University of Bristol. This tool is also utilised for the Higher Education Academy's Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey and UK Engagement Survey. I was familiar with this tool, which provides a blank template into which the researcher inserts their questions, and was confident that it could deliver what was needed for this study. The study was able to gain access to the email addresses of students through the University's Opportunity students jobs on campus service as it supported the work being undertaken to better inform the operation and development of the service.

The online survey was sent to all 384 students who were employed through the OpportUNIty student jobs on campus programme at that time and 153 responded offering a 40% response rate of students. Upon analysis it became apparent that some of the raw data provided answers that required further investigation and this confirmed the decision to undertake a set of focus groups to further explore these findings.

The questions in the survey addressed and supported the three research questions, drawing upon the guidance cited throughout the literature review, whilst also offering some more instrumental indicators such as discovering if there were any patterns around the type of student who accessed this work (ethnicity, age, programme of study) and perhaps where they lived in relation to their employment.

Table 4 maps the questions in the survey to the initial research questions and the full questionnaire is appended to this document (Appendix 4).

Question	RQ1	RQ2	RQ3
1. On average, how many hours of paid work do you undertake per week at the University?	•		•
2. Do you have additional paid employment outside of the university? If so how many hours do you work on average per week?	•		•
3. What is the postcode or area for the place you work at outside of the university? (e.g. B42 2SU or Perry Barr)	•		•
4. What type of paid work do you undertake outside of the university?	•		•
5. Do you also undertake any voluntary or caring work? If so how many hours per week on average?	•		•
6. On average, how many hours per week of study do you undertake at the university (classroom, library, study groups etc on campus)?		•	•
7. On average, how many hours per week of study do you undertake away from the university campus?		•	•
8. Where do you learn and/or study most effectively?		•	•
9. What is your primary motive for working on campus at BCU?	•	•	•
10.1.a. I have a better relationship with staff than if I were only a student		•	•
10.2.a. I work harder at my academic studies		•	•
10.3.a. I am more likely to ask questions of my lecturers		•	•
10.4.a. I am more understanding of the university (if things are not perfect on my course)		•	•
10.5.a. I am more motivated to succeed at the university		•	•
10.6.a. I feel like I belong more at the University than if I were just a student		•	•
10.7.a. I am more satisfied with my university experience		•	•
11. When you are undertaking your paid employment at the university do you feel that you are a student, member of staff or something else		•	•

12.1.a. My time management skills have improved		•	•
12.2.a. I am better at prioritising my work		•	•
12.3.a. I am better organised		•	•
12.4.a. My confidence has grown		•	•
12.5.a. I have talked to my university work colleagues about my academic studies and gained support or advice from them		•	•
12.6.a. I spend more time studying on campus		•	•
14.1.a. I have less time to study		•	•
14.2.a. I am unable to participate in other university activities (clubs) that I feel that I would like to		•	•
14.3.a. I feel isolated from other students on my course		•	•
14.4.a. I think it will have a negative impact on my academic results		•	•
15. What course are you studying at university? e.g. BSc Nursing or BA Fine Art etc	•		•
16. What are you currently registered as?	•		•
17. Which year of your course are you currently in?	•		•
18. What is your gender?	•		•
19. What is your age?	•		•
20. What is your ethnic group? Please click on one option below	•		•
21. For fees purposes, is your normal place of residence registered as:	•		•
23. When studying at university do you live with parents etc	•		•

Table 4: Mapping of research questions to questions asked of students working on campus.

3.6 Focus groups: approach and design

3.6.1 Justification

Focus groups enable attitudes and behaviours to be studied and allow a variety of views to evolve that can be further stimulated by the shared experience. Participants can feel more comfortable in focus groups and this enables greater confidence so that views can be expressed. Kamberelis and Dimitriadis' (2011: 545-546) describe focus group research as being "*at the intersection of pedagogy, activism and interpretative inquiry*". Within this research the pedagogic and inquiry elements are of most relevance. The pedagogic function requires participant engagement to promote discussion that may lead to new understandings, whilst the inquiry element is designed to reveal "*richer, thicker, and more complex levels of understanding*" However, focus groups can raise issues about the lack of anonymity for participants around sensitive issues. This did not appear to be an issue with the students that participated in this research. In addition, students were told that the research would not attribute answers to any individual student and as I did not know the students individually, the answers became anonymous as soon as the session finished.

3.6.2 Management, design and operation

The starting point for the research utilised individual responses through a survey. The creation of focus groups enabled the scrutiny to broaden to encompass collective perceptions and a collaborative construction of meanings around student employment and learning arising from the survey. The survey offered individual insights into student's perceptions of the impact of student employment, but the focus groups enabled the research to study discussions around the identified issues. Kamberelis and Dimitriadis (2011: 559) suggest the reason for the use of this research technique when they state that "*focus groups afford researchers access to social-interactional dynamics that produce particular memories, positions, ideologies, practices and desires among specific groups of people"*. This approach resonated with the goals of the research as the reasons for why students worked on campus were likely to be different for each individual and it was hoped that the focus groups may offer an insight in this regard.

Focus group participants were recruited by an email call for volunteers across the student population that had been surveyed previously. This resulted in sixteen volunteers stepping forward. The student participants were divided up randomly into three groups on the basis of their availability, rather than any particular personal characteristics or their subject of study. This was self-selecting in that students identified one of the focus group dates that they could attend. The email invitation is appended (App 4) and this sought to engage students by suggesting their feedback could improve the student employment service for themselves and future students. It was determined that students would not be divided into specific subject areas or years of study as it was hoped that a mixture of students from different subjects and years would lead to more fruitful discussions as students shared perspectives.

The focus group attendees were interviewed eight months after the survey had taken place and within a different academic year, which meant that some of the survey participants had left the university and were therefore unavailable. However, all those that participated in the focus groups had been part of the survey population ensuring a continuity of engagement. The focus group participants numbered 7% of total survey participants and the number of focus groups was determined by student availability.

The focus groups were managed by myself as I had no direct connection with the participants aside from the research being undertaken. Therefore, aside from being a member of university staff, the researcher was not known by the students. Each student group was asked to identify a student participant to lead the discussion and report back on the outcomes to the group and researcher. Bryman (2004: 346) adds that the focus group researcher "*is invariably interested in the ways in which individuals discuss a certain issue as members of the group, rather than simply as individuals*". This statement is true of this research as I was interested in the individual and collective perceptions of students around the impact of student employment.

Bryman's (2004: 361) checklist of issues to consider for a focus group provided a useful prompt in considering the planning for this research. This offered questions as I considered the focus group process. In particular, I paid attention to the use of

language in questions; how the questions encouraged interaction and discussion; and I was reminded to allow the sessions to generate unexpected themes.

There are many ways to operate a focus group and Kamberelis and Dimitriadis (2011: 549) highlighted the use of problem posing education in their research where they engaged with a community through the use of contextualised photographs that the community could recognise and with which participants would engage. This interesting approach was considered, however, the simplicity and focus that specific questions could afford was determined to be more appropriate in this particular research as the focus groups were asked to unpick and offer further detail on the outcomes of survey questions that they had already answered in the generic survey.

Krueger and Casey (2015: 82) suggest that the purpose of the study should determine the number of participants in each focus group. "*If the study is to gain understanding of people's experiences, the researcher typically wants more in-depth insights. This is usually best accomplished with smaller groups*". This was the case with this area of research and therefore focus groups with a maximum size of six participants were created. The methodology utilised in the focus groups was designed to provide readily usable responses. Krueger and Casey (2015: 32) explained that analysis of data is often the most time consuming part of a study and therefore researchers need to plan for analysis.

Drawing upon the experience of Bryman (2004) and others, at each focus group the following process was utilised:

- sessions started with an introduction from the researcher as to the reason for the research and process for the event. In particular, this explained the anonymity of the process and the need for all voices to be heard. This took 5 minutes.
- students were provided with a template to complete individually that asked the questions under scrutiny. The students worked for 15 to 20 minutes individually.
- the students were then provided with an identical template, but on a larger piece of paper, and were asked to complete it on behalf of the group as they discussed their individual outcomes. This discussion took up to thirty minutes.

- to conclude, each student lead was asked to summarise their discussions utilising their completed group sheet. This allowed any student to let the researcher know if anything important had been missed.

The research questions identified in this thesis seek to investigate the local and specific experience of individual students. Therefore, the focus group questions were designed to enable further insight to be gained from students around the factors that impacted upon them when they sought employment on campus (RQ1) and what where the implications of working on campus upon their learning (RQ2). The survey outcomes are discussed in chapter 4 and they highlighted a number of themes and areas for consideration. These included the student identity as a university employee or as a student and why this might change; the skills developed during employment on campus and how and why these varied; the impact of campus employment on academic studies; how student attitudes and behaviours changed by working on campus; and the students' changing relationship with the university as a result of working for it

Krueger and Casey (2015: 39-71) highlighted the need for considered thought around the questions posed to participants. For the focus group to work they stipulate that the participant must understand the question; be in an environment that is conducive to an honest answer; must know the answer and be able to articulate it and that the interviewer must understand the answer. If any of these aspects were absent then the interview will suffer significantly. The questions and completed templates are attached as Appendix 6. As Krueger and Casey (2015: 43) suggested, the questions that were asked of focus group participants were open ended and sequenced to enable a flow from one question to another. They started quite broadly and became narrower in focus as they sought to identify some of the detail behind the original survey questions.

Question	RQ1	RQ2	RQ3
What were your reasons for taking a job at the University? Please list in priority order.	•		•
What skills did you develop whilst working at the university?		•	•
How did working at the university impact on your academic studies and why?		•	•
How did your relationship with staff alter as a result of you working on campus?		•	•
When working at the University, how did your attitude towards the University change?		•	•

Table 5: Focus group questions mapped to research questions

Krueger and Casey (2015: 14-16) suggest that one of the pitfalls with focus group research is that participants can over intellectualise around the subject; that answers may be made up and that discussion can be dominated by individuals. The structure of the process implemented ensured that practical responses were noted down early on by the individual. The fact that a student lead was identified for each table did lead to some domination of the group, on occasion, but this was a practical output as part of managing the process rather than attempt to impose their views. For example, the lead interrupted to get the conversation back on track or to make sure that all participants had a chance to speak.

The conversation with the students had started before the focus group convened, as I sent them an email suggesting that they prepare for the focus groups by considering their employment at the university and how it had impacted upon their experience at the university (Krueger and Casey: 2015, 47). This approach was deliberately phrased in an open manner in order to encourage the participants to consider some of the issues that would be further explored through the focus group

questioning. This approach enabled students to be prepared for when they attended the sessions. Livingstone and Lunt (1994: 181) suggested that the "*number of focus groups was determined by continuing until comments and patterns began to repeat and little new material was generated"*. After holding the three focus groups it became apparent that such a position had been achieved as the key responses were similar across all groups, whilst offering different insights on particular aspects.

3.7 Alternative methodologies that were considered

A number of different research methodologies were explored before the decisions were made as to which to employ. This section highlights some of those I considered as even though they were not utilised they helped inform the thinking about the approach to the research and its design.

An approach to this investigation could have been to utilise evaluative research. This would seem to be appropriate as it "*usually denotes the study of the impact of an intervention, such as a new social policy or a new innovation in an organisation*" Bryman (2004: 277). There are elements of an evaluative approach within the research design, but the research was not seeking to study the impact on an organisation, more the impact on individuals. Consideration of possible methodologies for this research revealed that as the research sought to evaluate the impact on student attitudes, it would be more appropriate to follow a case study approach enabling an ability to focus on the individual and collective voice.

The investigation could have taken an action inquiry research approach in which the researcher and the students collaborated in the diagnosis and development of a solution. However, the research did not seek a solution to a problem as it sought to better understand the impact of the intervention on student perceptions. There may be elements of action inquiry within my approach, but often this approach involves the researcher becoming part of the field of study and having influence on the findings, whether intentional or not. For this research, this could prove to be a significant weakness as I did not wish to influence the feedback from the students. A type of action research was investigated as a possible research process through what Gray (2009: 314) identified as insider action research, which is also discussed

under ethical considerations in section 3.8. This was considered as it was felt that this could be employed by managers undertaking action research projects in their own organisations. This often focuses around systems improvements and organisational learning and there are benefits as the researcher would have a greater understanding of the research context. However, Gray explains that it is very difficult to maintain a sense of detachment and that it can be difficult sometimes for the insider to work across institutional or hierarchical boundaries. In addition, in this instance, the research was not purely looking at an organisational process, but was focusing on the participants in the process. Therefore, the research questions had the student higher in the research hierarchy than the student jobs on campus employment process and therefore alternative approaches were considered.

Thoughts around research design led to the consideration of a purely ethnographic approach and elements of participant observation of such an approach are apparent within the study design. However, the immersive nature of a fully-fledged ethnographic research project was not possible due to the practicalities of me being a part-time research student with a full-time job. This research does seek to understand the lived experience of students and therefore could be said to follow an ethnographic philosophy, but as Cresswell (2009: 13) explains a fully deployed ethnographic enquiry requires study of "*a cultural group in a natural setting over a prolonged period of time*". The research questions were not created to understand the culture of the working student population, more the practical impact on behaviours. An alternative approach may have been for the research to have observed working students in their working environment, but this would not address the research questions and was not desirable in this instance. The research strategy I employed seeks to ensure rigour of findings through triangulation. Bryman (2004: 275) explains that this was normally associated with quantitative research strategies but can also be employed within the qualitative sphere. He explains that "*in fact, ethnographers often check out their observations with interview questions to determine whether they might have misunderstood what they had seen*". This has been mirrored in the approach taken as it utilises a qualitative survey whose outcomes are further explored through a set of focus groups.

The possibility of a narrative approach to the study was also considered. The research could have considered studying the lives of individuals as they engaged

with their employment and their studies. Gray (2009: 172) highlighted that narrative analysis "*tends to use the narrative interview as the primary method of data collection*". Whilst following individual perspectives could be interesting this study needed to focus on a breadth of perspectives and therefore this alternative was rejected. The research design did draw upon the philosophy behind a narrative approach by ensuring that elements of the student narrative could be captured through the focus groups responses.

All these methodologies were considered and informed the design of the study conducted that formed the basis for this study. Some not only informed it, but their approaches were reflected in the final study design.

3.8 Ethical considerations

I sought to conduct his research in a responsible and a morally defensible way. Gray (2009: 68) explains that research ethics "*concern the appropriateness of the researcher's behaviour relation to the subjects of the research or those who are affected by it*". As is stated later on in that paragraph often ethical issues "*appear a matter of courtesy and common sense*" but out of such issues can arise great complexity.

Any research involving people requires consideration of ethical issues. The ESRC (2004) identified those groups that are most vulnerable and when ethical risk increases. These included research with vulnerable groups or research into sensitive topics, research involving access to confidential records, or research that would lead to stress, anxiety or humiliation. Such risk increases when the research enquires into the privacy of the respondents. The research within this paper sought volunteers who were prepared to talk about their experience and could withdraw at any time.

Gray (2009:73) highlighted that ethical principles fall into four main areas. This requires the researcher to avoid harming participants; to ensure there is informed consent; to respect the privacy of those involved in the research and for the researcher to avoid any deception. To avoid harming participants in work place research can be difficult as confidentiality and anonymity are key. The research

conducted in this thesis was work based and the comments from the student employees included opinions on the university and those staff and students they worked alongside. Therefore, there was a need to ensure that any comments could not be attributed to any particular student as this may have caused embarrassment or even for that worker to be disciplined. In this particular piece of research anonymity has been preserved as no students are identified in the research and the comments are not of a specific nature to enable identification. In addition, the students involved in the research have now left the University making any possibility of disciplinary action as a result of comments unlikely.

The need for researchers to ensure that they have the informed consent of participants is vital so that they can make an informed decision about whether they wish to be involved in the research or not. Some writers suggest that the degree of risk involved in participating in the study should determine the amount of information provided. Gray (2009: 75) offers a list of items that should be considered for low risk research around surveys, all of which was followed during this research. As has been explained previously students were invited to participate in the research through an email invitation that explained the purpose of the research. Details around confidentiality were explained within the introduction to the survey as was how the data would be used and who would access it.

The focus groups required a higher level of informed consent. All students who participated in the survey were invited through an email that explained the purpose, confidentiality and nature of the area to be investigated through discussion. Students self-selected as to whether they wished to participate and were informed in the focus group that they could leave at any time and have their responses deleted. Students also completed a consent form (Appendix 6) at the focus group stating their willingness to participate and share their perspectives within the research.

The collection of data around the individual occurred within the survey process as the research sought to define if there were any gender, ethnicity or geographical indicators arising from the participating group. This data was employed for generic rather than specific purposes enabling indicative percentages or regional locations of students to be identified and were not employed for individuals. Once this professional doctorate has been completed the raw data will be destroyed.

The Centre for Excellence in Learning and Teaching, in which the researcher worked, continues to employ over 300 students a year on pedagogic and research development projects. This employment takes place through the OpportUNIty student jobs on campus service. The Faculty staff leading the development projects select and interview the students and they have no direct contact with the researcher. Two students who directly worked in CELT on a part-time basis co-ordinating the pedagogic projects were excluded from the study as it was agreed that there was a conflict of interest and that anonymity could be contravened.

I recognise that in this research there is an element of the insider versus the outsider. Dwyer and Buckle (2009: 55) identified that the researcher's perspective is potentially a paradoxical one and highlight Maykut & Morehouse (1994: 123) statement that the researcher's dilemma "*is to be acutely tuned-in to the experiences and meaning systems of others—to indwell—and at the same time to be aware of how one's own biases and preconceptions may be influencing what one is trying to understand*".

It is acknowledged that the area under investigation is of particular interest to myself and that my insights have developed over the past five years of designing opportunities for employing students. This was discussed through the research proposal process and when ethical approval was sought for undertaking this research (Appendix 8). Gray (2009:91) discusses the benefits of working within an organisation in which the researcher is employed, but also the constraints. One constraint is that the researcher may be known to the participants and that they may not answer honestly. This insider approach has strengths in that it enables the researcher to share the language, structures and experiences of the subjects participating in the research (Asselin, 2003). However, there are dangers around influence as stated earlier in section 3.6, but the students did not have any direct engagement with me and were unlikely to know who I was in relation to their employment. I may have been viewed as representing the university, but they have experience of working with the university through their student jobs on campus employment role may mean that they feel more accustomed to such a relationship. The anonymity and confidentiality afforded by the research process further strengthened this question. However, as Dwyer and Buckle (2009: 59) recognise:

> "*there are costs and benefits to be weighed regarding the insider versus outsider status of the researcher. Being an insider might raise issues of undue influence of the researcher's perspective, but being an outsider does not create immunity to the influence of personal perspective*".

I recognised the importance of these issues and they were continually considered and addressed during the research design and the writing of this dissertation.

3.9 Summary and conclusions

Within this chapter there has been a presentation of the reasons behind the research design and the mechanics and considerations that were reviewed and put in place to ensure that reliable and valid data could be delivered through the research questions.

The chapter has evaluated the approach to the case study design and presented a clear rationale for its choice and the preference to alternatives that were considered. The strengths and weakness of a mixed methods approach were analysed as were issues around ensuring the validity of data that was generated. The way in which the research questions and survey were designed was explained as was the approach taken towards ensuring an effective and ethical approach to the focus group exercise. The following chapter will offer an analysis of what was discovered during the research process and will align it to the evidence provided within the academic literature.

Chapter 4: Results and Analysis

4.1 Introduction

This chapter examines the key themes and findings generated by the research questions. In it I will start to explain the beneficial influence of students working on campus and how this has impacted on their attitudes towards learning and the university. This involves an analysis of the data generated from the survey issued to students who had been employed through the OpportUNIty student jobs on campus programme during the period May 2015 to May 2016.

At its peak the OpportUNIty student jobs on campus programme employed over 1000 students across an academic year. These paid roles were located in professional support and academic areas and could be for very short periods of time or for up to 9 months. The programme generated 18 standardised job descriptions enabling students to be employed in a wide range of roles such as office assistants, academic co-designers, mentors, researchers and technicians.

The survey was sent to 384 students, who were in employment at that time, and was completed by 153, further details are available in section 3.5 of the Methodology. In addition, the outcomes of the student focus groups are interwoven with the survey findings to offer detail and further insights in to student perspectives.

This chapter's structure employs groupings of the survey questions and focus group outcomes so they align with the research questions that are the focus of this thesis. Those questions are:

- What factors influence students' decision to seek employment on campus? (RQ1)
- What are the implications of student employment on campus for students and their learning? (RQ2)
- What is the significance of student employment on campus for Birmingham City University and the higher education sector? (RQ3)

Therefore, the chapter consists of three major sections. Each section addresses one of the research questions and integrates outcomes from the quantitative survey and the qualitative feedback from the student focus groups to address the identified

research question. Within each section, survey question responses are grouped under themes as the research seeks to link responses, student comments and literature to provide evidence of impact.

4.2 Research Question 1: What factors influence students' decision to seek employment on campus?

4.2.1 Students' characteristics

The survey sought to identify the demographic characteristics of the students who featured in the survey to see if any characteristics could be identified as informing why a student might work on campus. 67% of students who completed this survey were female, 31% male and the remaining 2% preferred not to state their gender suggesting that female students dominated the working student population. The gender split is significantly different to the university population which recorded a 50/50 split in 2016. This could suggest that the nature of the type of student jobs on campus are more appealing to female students, but that would need to be further explored through analysis of the entire student working population. There is some evidence in the sector that women are more likely to complete online surveys than men (Curtin et al 2000; Moore & Tarnai, 2002) which could mean that in reality there is a balanced gender split in students working on campus, but that female students are more willing to tell a researcher about it through an online survey. This might impact on the data collected offering a stronger female perspective, but it is not possible to know if this would have any impact on the findings.

A breakdown of age and ethnicity groups can be seen in figure 1 and 2.

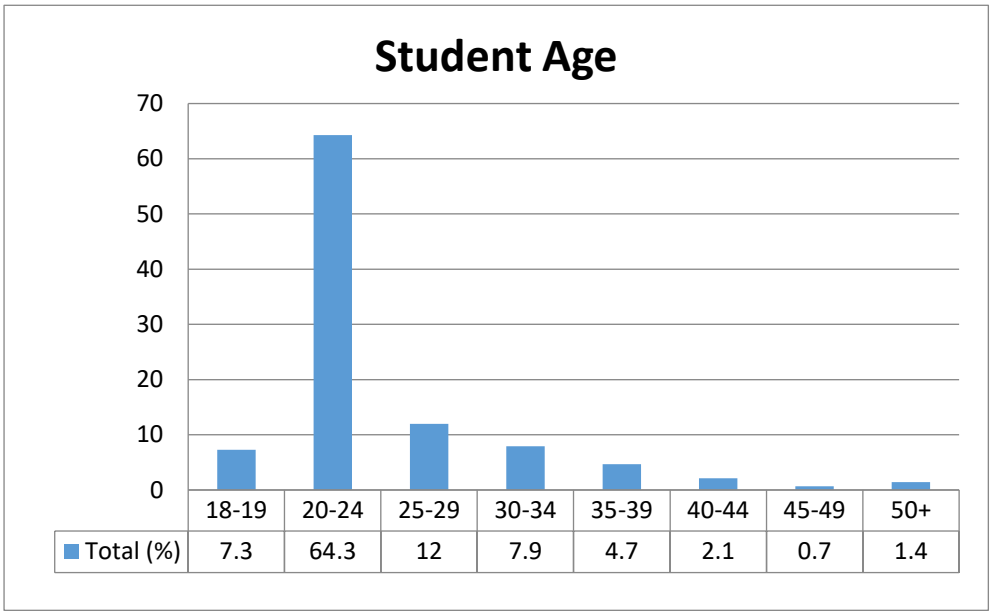


Figure 1: Student age groups

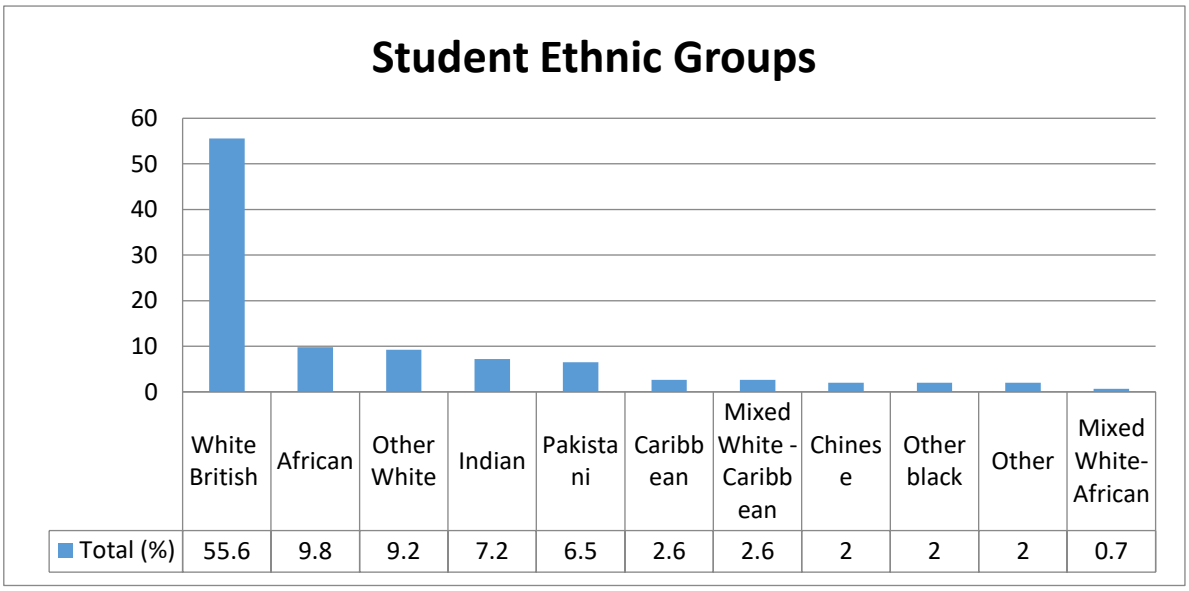


Figure 2: Student ethnic groups

The ethnicity spread between white British students and non-white almost exactly mimics the university population where, in 2016/17, internal university data revealed that 45 per cent of students were recorded as being from the black and minority ethnic population. This is reassuring for an employer that seeks to be inclusive and enable all student groupings to be able to access jobs on campus.

The data shows that the majority of working students on campus were between the ages of 20-24. This would seem appropriate as I would suggest that students are likely to settle into university life in their first year and become more aware of opportunities once they know how the university operates. This could see some 18 and 19 year olds learning about the demands of the university and their new student life before they discovered the opportunity or contemplated working for it. When this questionnaire was administered, 94% of the 23,000 students at the University were registered as full-time students whilst the remaining 6% were part-time which reflects a university that focuses mainly upon offering full-time undergraduate courses. I might also propose that those students who study part-time courses are more likely to be employed elsewhere and therefore it would be unlikely that they would wish to also work on campus.

The biggest single group of students who completed this survey were in their second year (44.7%), however large numbers were undertaking either their first year (24.7%) or third year (25.3%). I would suggest that this reflects something about the recruiting process as many university managers assert the belief that it is better to recruit students from the second year as they have an awareness about the institution whilst not being weighed down with concerns about preparing for their final set of assessments in their final year. This is replicated in my experience where the vast majority of students who work across CELT functions are second or final year students. This selective factor, that is out of the control of students seeking employment on campus, could have a major impact on when and why students seek employment on campus as if they do not know that the opportunity exists or are not encouraged to apply they may be unlikely to engage in the opportunity.

All participants were asked about their place of residence during term time. This information is displayed in figure 3.

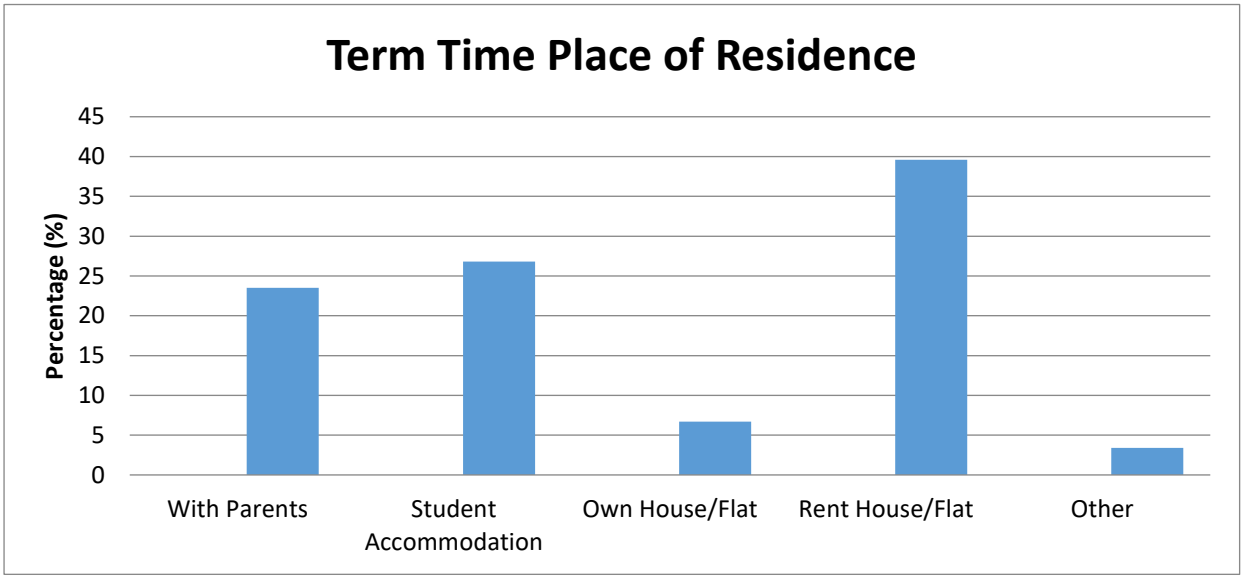
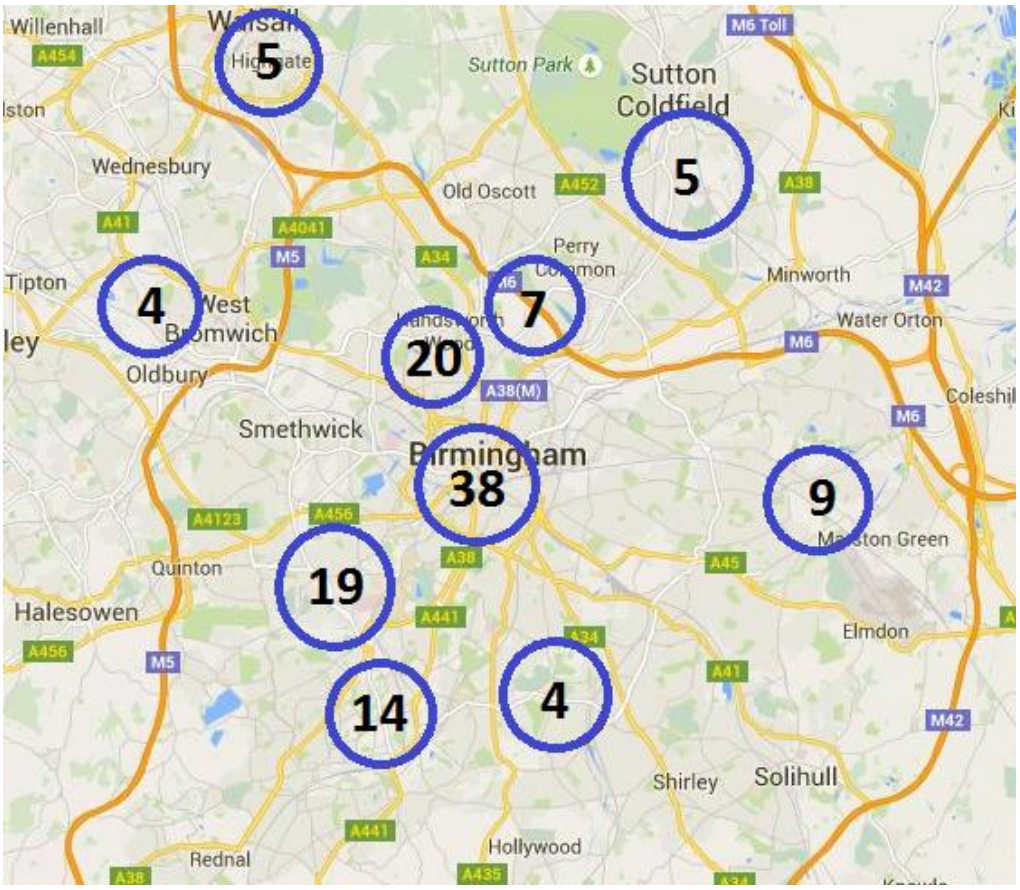


Figure 3: Place of residence - term time

I wished to discover if students who worked on campus were more likely to live locally as that would be interesting for a university with a large commuter population spread across the city. The results showed that around 65% of students live in either student accommodation or a rented house/flat whilst studying at the University whilst 23.5% live with parents. The 5 students who selected 'other' lived with either a spouse, a sibling, or in a hotel. This data contrasts with 2017 data that was reported in the National Union of Students report on the engagement of commuter students (Thomas and Jones 2017). This revealed that 71% of Birmingham City University students were classified as commuter students. This definition means that the students' term time and home time addresses were the same. However, in depth scrutiny of the raw data from this research reveals a figure nearer to 30% for those students who live with parents or own a house/flat and can be classed as commuter students with the same term time and home address. This outcome echoes the findings of the National Union of Students' report (Thomas and Jones 2017) that highlights the split lives of commuter students who have a life, job and social networks within their own community and visit the university purely to engage in educational experiences. As the report suggests this could see a reluctance from

those commuter students to engage with work on campus as this function has already been addressed in their local community through a job that may have started well before the student joined the university.



Map 1: Student residential locations of West Midlands based students when working at university

The data suggests that students who worked on campus were more likely to be living on campus in student accommodation and would not be commuter students. The three highest scoring areas of residence have significant university or privately owned halls of residence for student accommodation. Students who move to the city and do not have the local job connections, that may be part of the commuter students' employment history, could be more likely to be interested in a university provision as they are unlikely to have those local connections with employers. This could have significant implications for a university that was seeking to engage more diversely with its local communities or conversely, was seeking to attract students from a national or international context. However, whilst this research can generalise, to an extent, it is clear that individual decisions and circumstances, such

as those made by students who reported living in Shrewsbury and Burton whilst working on campus, will always mean that the factors that impact on a student's decisions will be personal to that individual student as they consider the myriad of relationships and circumstances that would lead to generating such a decision.

4.2.2. Education – Study habits

One key driver for the creation of the jobs on campus programme has been to encourage students who worked on campus to spend more time on campus studying around their jobs. The survey asked students about their typical weekly study habits, both on campus and off campus. Figure 4 depicts the weekly study hours identified by students.

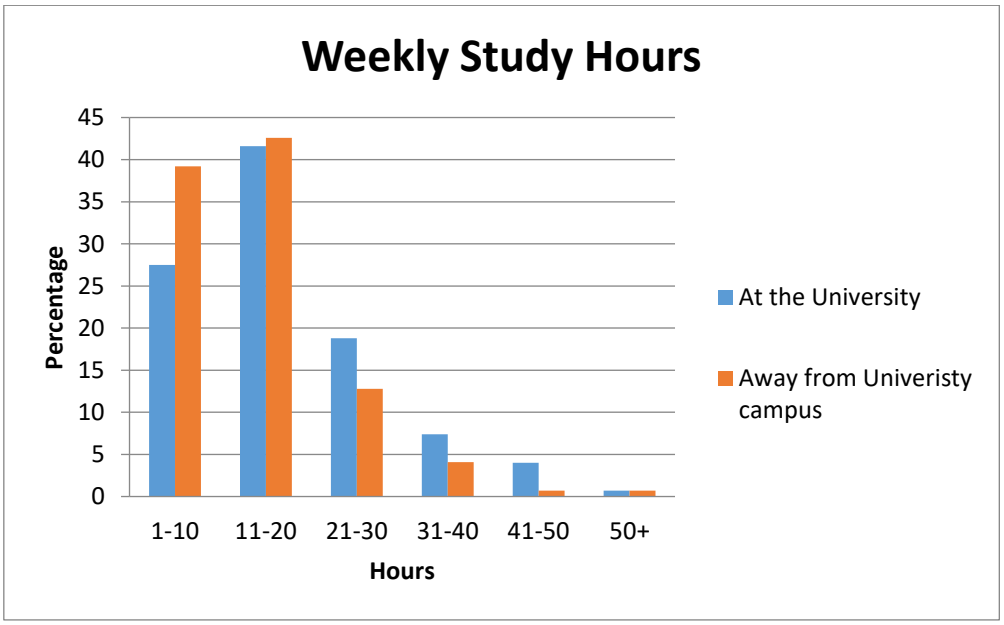


Figure 4: Weekly study habits

Students reported the majority of their study time to be away from the University campus. A definition of what constituted study time was not provided as this was left for students to interpret in their own context. Both questions revealed that typical studying hours, both on and off campus, could range from between 1 and 20 hours, however only a small percentage studied above 20 hours per week. Babcock and Marks (2010) highlighted a similar situation in the USA where the average amount of study time US students spent on academic studies was 27 hours per week. This would not appear to suggest that working on campus had any significant impact on the amount of time students studied on campus.

This aspect of student learning was further investigated by asking where students generally learned and/or studied most effectively. This aligned to the previous question as students may indicate that their main study location was at the university and related to their place of work. Through this question, students were asked to make a judgement call around the effectiveness of their learning and this therefore provided a subjective response. I believe that this is valuable as it offers an insight into the attitudes of students towards their approaches to learning; their on campus experience at university and where they feel most comfortable studying.

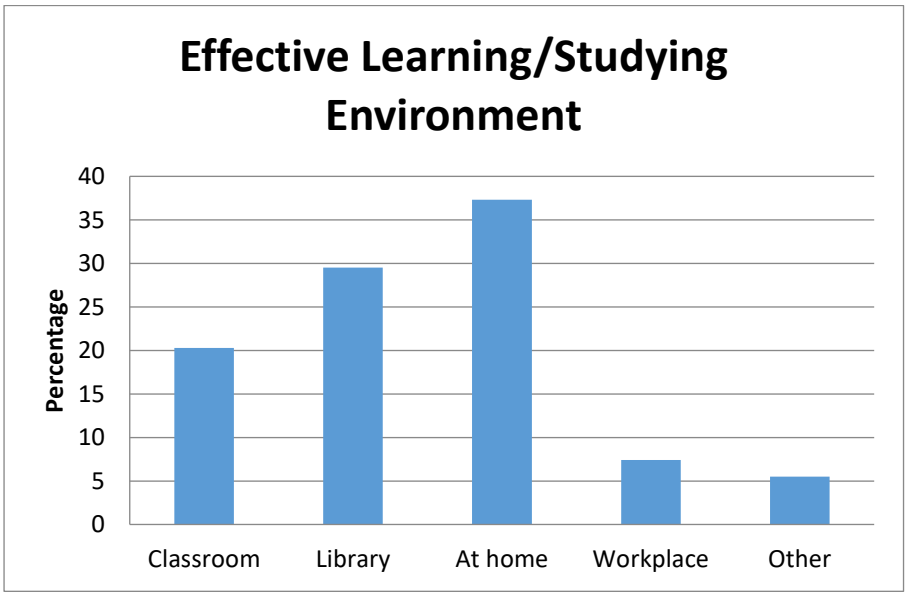


Figure 5: Effective learning/studying environment

The students stated that 37% believed that their most effective learning/studying environment was at home whilst 29.5% opted for the library. Just 20% of students identified the classroom to be the most effective learning environment. This raises questions towards the effectiveness of class time at the University and suggests an area which could be further investigated. In general, students who selected 'Other' stated that they preferred to learn/study either in a quiet study area, a social space, or in specialist rooms/workshops. One of the main reasons for creating the student jobs on campus programme was to try and create opportunities for students to remain on campus and study around their job in social learning spaces or the library. Correlation between this goal and the data in figure 5 is weak but the data does at least suggest that many students are happy to use the campus to undertake their

learning experiences and jobs on campus might help in that regard. The impact of the commuter student and the need to undertake familial duties or work responsibilities could also offer a reason for why students so value home as their primary learning environment, as opposed to spending time on a more distant campus, but this would require further investigation.

4.2.3 Additional employment

The work of Astin (1993:196) and others around the negative impact of working away from campus on student academic performance was a key driver behind the jobs on campus development and the reasons for this were detailed in chapter 2 (section 2.2.1). Therefore, participants were asked about whether they undertook any additional paid employment in addition to their University campus work as this may influence perspectives.

Of the 153 students who took part in this survey, 83 (54%) also worked off-campus. These individuals were asked on average how many hours they work per week. In total, 63 responded. Students reported that they worked hours in additional jobs that ranged from 1 to 20 hours per week. One of the reasons for creating the OpportUNIty programme was to enable students to gain sufficient paid employment opportunities on campus so that they need not work away from the university. Correlation of individual students to look at whether the combined hours of working on campus and working off campus revealed very few students declaring that they worked more than 30 hours per week, on average. It would appear that the university is unable to offer sufficient employment opportunities to prevent this exodus from campus to other working opportunities. However, it could also be that students seek a variety of working experiences to support development opportunities, as was indicated through the focus group feedback, which is considered under section 4.2.4, where students identified the need for a variety of roles to build employability skills.

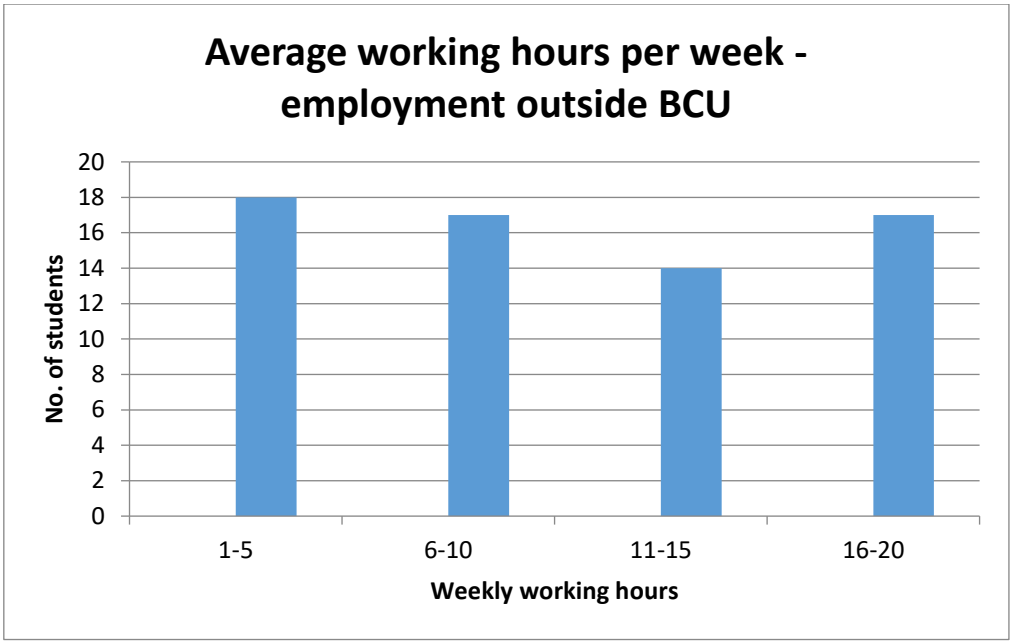


Figure 63: Working hours - outside BCU

Finally, students were asked in the working student survey if they undertake any voluntary or caring work. Results from the table below indicate that of the 144 participants who answered, 75% were not involved in any voluntary/caring work. Of the remaining 25% (36 participants in total), 24 of them undertook 1-5 hours of weekly voluntary work whilst the remaining 12 students participated in between 6 and 20 hours of activity. None of the students involved in this survey took part in more than 21 hours of voluntary work per week. However, it should be remembered that they did this work in addition to paid work at the university and/or elsewhere and this could create a significant burden on those individuals that they have to carefully manage.

This question sought to identify if working on campus prevented students from undertaking other, more altruistic, work. The data suggests that those who want to undertake volunteering or caring work could do so, but within a balanced portfolio that reflects their time commitments to academic studies and employment opportunities. Therefore, it is anticipated that the individual will define what works for them within their context and adapt their hours to suit as the combination of on campus, off campus employment and volunteering/caring duties was different for each individual student.

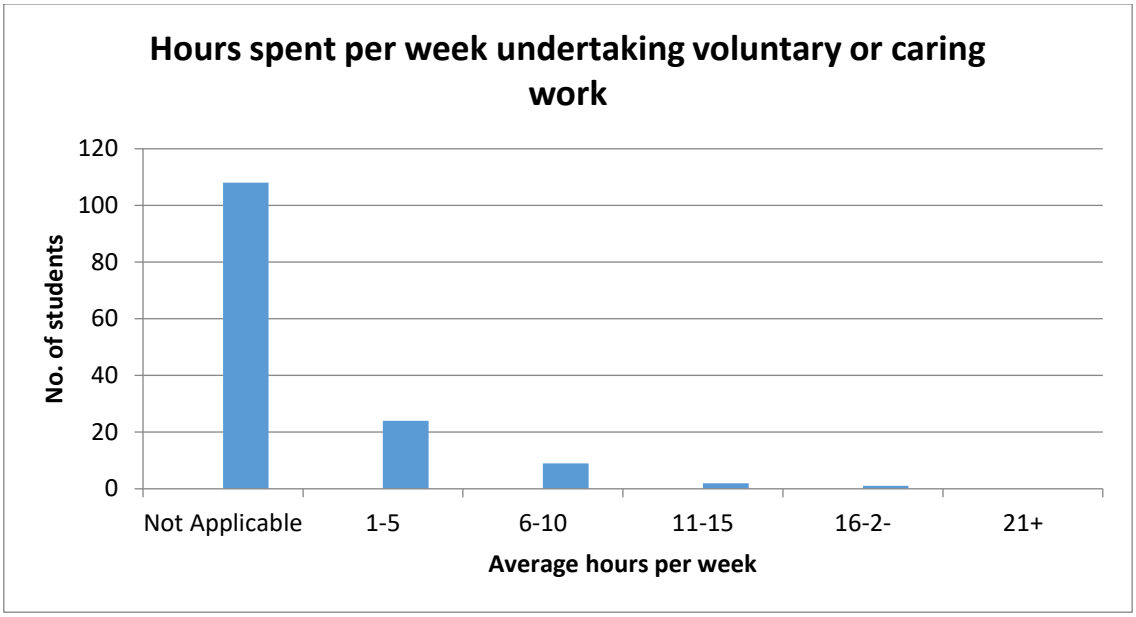


Figure 7: Voluntary work - hours per week

The question that should be considered by universities in this regard is whether employment/volunteering or academic studies is viewed as more important by individual students. Would a student be content to work significant hours and be able to afford to study and socialise at university and as a result see their academic award at a lower level? The decision making process of the individual student will determine that answer.

4.2.4 Working at Birmingham City University

This section of questions supports RQ1 and investigates the impact on student learning and the key skills development of students who have undertaken work on campus. As part of this investigation students were asked, on average, how many hours paid work they undertake per week at the University.

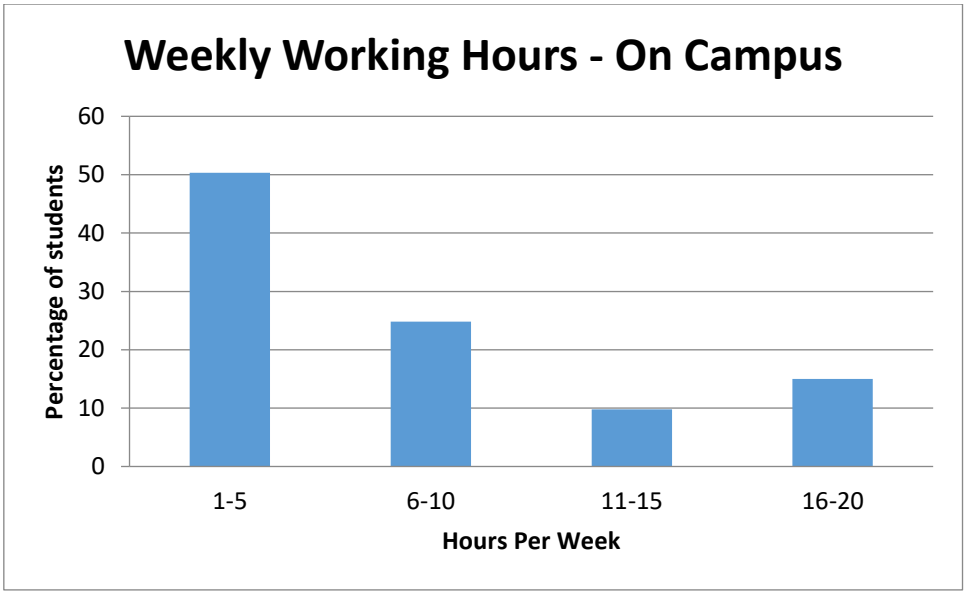


Figure 8: Working hours on campus

Results show that between 1 and 10 hours of paid work is most commonly undertaken by OpportUNIty students on campus, accounting for 75% of total working hours. Only 15% of students worked for a significant period of time of between 16-20 hours. This may also reflect the early identified need for students to find work off campus as there was an insufficient quantity of hours of work available on campus.

When asked about their primary motive for working on campus at Birmingham City University 54% of students answered that the key reason was to develop skills to help them get a job. This showed that a large number of students undertaking work experience opportunities were principally taking their futures into consideration as they strive to grasp experiences that may make them more employable. Astin (1993: 235) recognises this desire within his research that showed a significant positive correlation in self-reported job related skills through students who held a part-time job on campus.

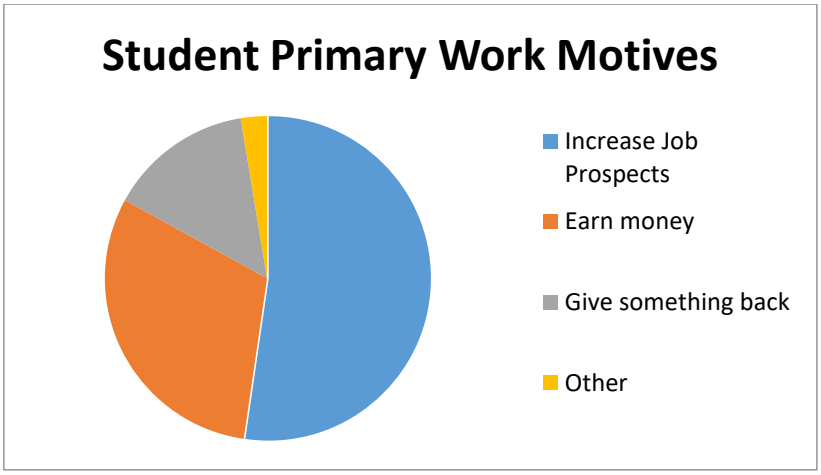


Figure 9: Student work motives

The second most popular motive behind employment on campus was to earn money as 31% of students identified this reason whilst a further 14.4% stated they wanted to give something back to the University. Four students chose the 'Other' option. In general, these students highlighted that their motivation stemmed from a combination (or all) of the answers available. The extrinsic motivations of students to work on campus, as highlighted by Kember (2016) and Biggs (1987), takes precedence here as the desire to get a better job as a result or to gain financial reward are clearly dominant factors. However, the 14.4% that just wish to be part of the community that gives something back offers an intrinsic motivation that aligns with the work of Kelly and Lena (2006).

When this subject was taken to the focus group interviews the outcomes revealed that a combination of these factors was often at play as students made the decision to work on campus or not. At an individual response level, feedback revealed that comments were consistent and followed three paths that focused upon financial survival, flexibility and skills development.

The first can be embodied in the response from one student in the focus groups who stated that "t*o be able to leave the external job (Morrisons), be able to buy essential things (food), be able to work with other students and staff and have a positive impact*". A key strength of the jobs on campus programme would appear to be its ability to fit around a student's study programme. Comments such as "*work fits*

easily around study hours", "*University working hours are flexible*" and "*flexibility*" were recorded across individual responses.

One student offered a prioritisation order that revealed a multiplicity of reasons for taking a job on campus. "*1. Money 2. Flexibility 3. Personal Development 4. CV opportunity/employability*". This was echoed in another who explained that s/he wanted "*to enhance my employability and CV, to earn money, to meet new people and work with others outside the university*". The comments from students at the focus groups exhibited a combination of extrinsic and intrinsic motivations, but with an emphasis on the extrinsic. This resonates with the suggestion of Kember (2016) and Biggs (1987) that extrinsic drivers are likely to take precedence in the student mind. I would propose that it is likely that for some students the need to survive financially will be the primary driver for undertaking any form of work alongside their academic studies. However, once this extrinsic need for finance to enable students to continue to learn has been achieved, other drivers may be considered by students and can form components of how students identify and rationalise the benefits of working on campus.

4.2.5 Summary

The research question sought to identify reasons why students took jobs on campus. As identified in this section, many of the reasons aligned with the evidence from the literature. Of particular interest for this research, was the fact that the jobs on campus programme appeared to be of greater interest to students who lived on campus or rented a flat nearby. The majority of students at the University are commuters and that population appeared to engage less with the opportunity than those students who were new to the city and did not have links with employers in the city. In addition, there was clarity offered around the insufficient amount of hours provided by working on campus and the need for students to have multiple jobs to meet their financial needs. The impact this had on the study hours that a student was able to commit appeared in line with the research literature (Babcock and Marks 2010). Finally, the stated reason of students taking up jobs to improve their job prospects through the development of skills (Astin 1993) demonstrated an awareness in students around the need to position themselves and prepare for life beyond university.

4.3 Research Question 2: What are the implications of student employment on campus for students and their learning?

This section considers the second research question and begins by considering changes in staff/student relationships as a result of students working for the University. To investigate this further, students were questioned about the impact of on-campus employment on their studies and the impact on their attitudes to learning and the university.

4.3.1 Connectedness, relationships and belonging

Roberts and Styron's (2010) assertion that an enhanced relationship with staff would help create a greater sense of connectedness between student and the institution is a significant benefit of employing students within the university for many reasons ranging from retention of students and student success through to the influence that they may have over others students on their programme of study. Since undertaking part-time employment at the University over 85% of students felt their relationship with staff members had improved. Nine students felt they were unsure about this, accounting for 5.9% of answers, whilst just 8.1% of students either disagreed or strongly disagreed. Increased interactions with staff should, according to Astin (1993) and Tinto (1993), ensure greater persistence and achievement of students.

The creators of the jobs on campus programme wanted it to generate a positive impact on the student learning experience and students' attitudes towards studying. This was viewed as an important indicator of the benefit for students of working on campus. 64% of students felt that they worked harder at their academic studies (shown in Fig.11) because they worked on campus. The work of Zhao and Kuh (2004) speaks of increased academic effort being evident in students who feel part of a community at university and who have generated those relationships. This supports the anecdotal observations highlighted in the introduction (1.4) where a student employee explained to me this desire to impress her university work boss with her academic achievement.

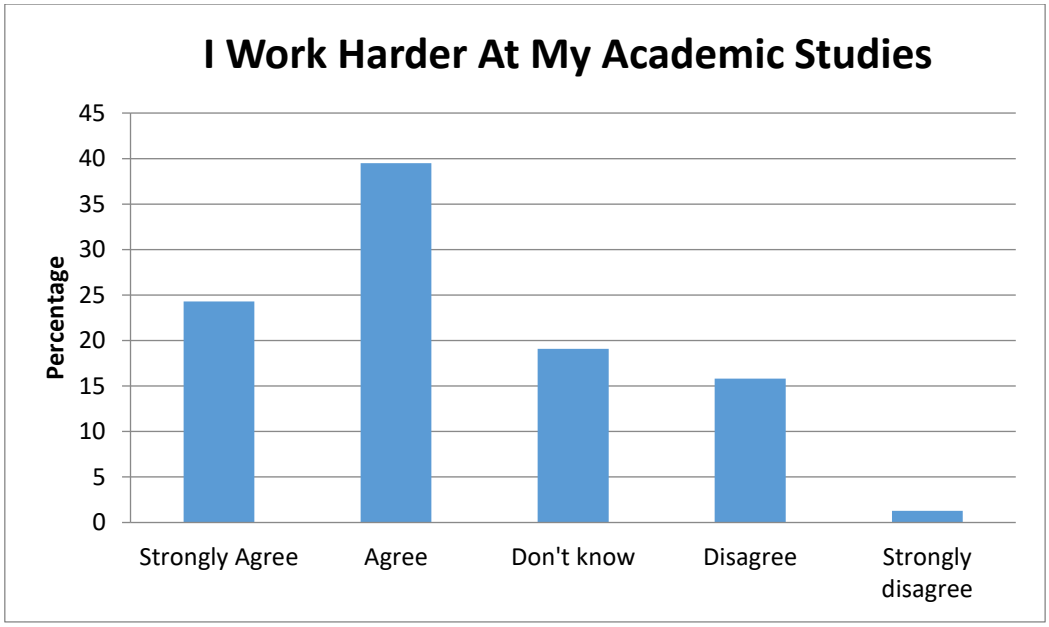


Figure 10: I now work harder at my academic studies...

Students were asked if they spend more time studying on campus as a result of University employment. This question was received with a mixed response as around 55% agreed they did spend more time on campus studying. However, almost a quarter of students said they did not whilst the remaining 18.5% were unsure. This could align with an earlier question that showed that students believe they learn most effectively when at home, meaning that they don't stay on campus if they do not need to. However, the fact that over half of employed students spent more time on campus studying represents a positive outcome for the University and hopefully the student. On-campus employment at the University not only aims to provide students with invaluable work experience but also aims to generate further engagement in the learning community. This was demonstrated when students were asked if, since working for the University, they were more likely to ask questions of their lecturers. Fig.12 shows that 67% either agreed or strongly agreed with this statement. The work of Furr and Elling (2000) and Lundberg (2004) highlighted the benefit of this engagement in the creation of engagement opportunities with staff and peers and how this created a greater sense of belonging that saw students become more motivated to succeed at their university.

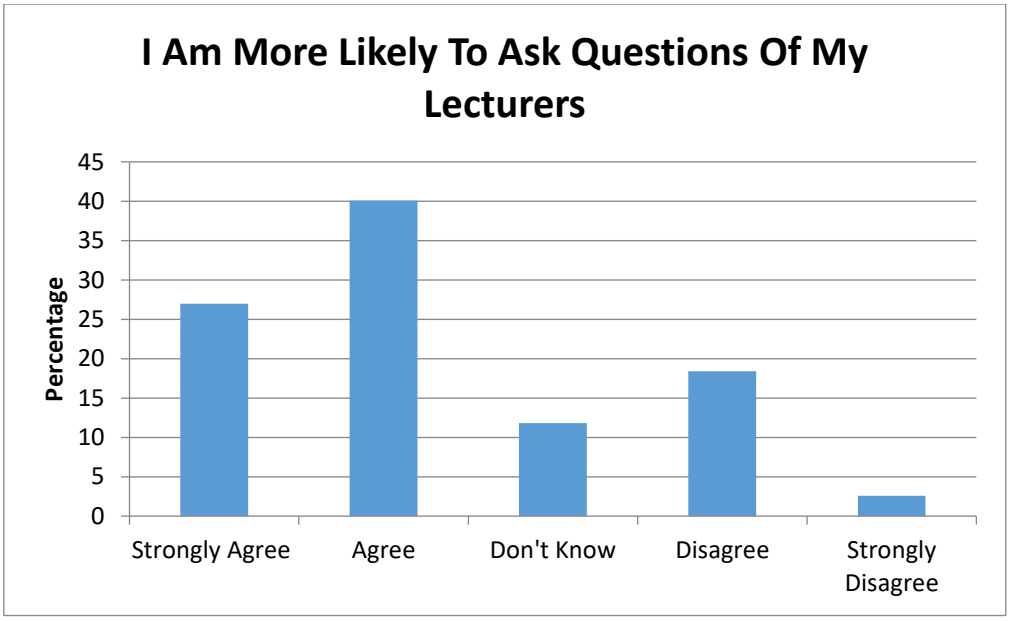


Figure 11: I am more likely to ask questions of my lecturers....

In the focus groups, with students, the issue of the relationship with staff at the University provided a great deal of interest and therefore feedback. The need for universities to develop more effective relationships between students and staff is becoming increasingly important as external metrics, through tools such as the National Student Survey, seek to measure the nature of the relationship. Through the focus groups, students offered insights into how their relationships with staff had changed. They stated that "s*taff see me on the same level. I get access to staff rooms which means I can go to my tutors and speak to them*" and that the *"relationship with staff greatly improved while working*". Students highlighted "b*etter, stronger relationships. I started to understand staff workload"* and that *"I became more connected to staff and as a result I have been able to work on further projects with staff, creating more professional relationships".* One student revealed that *"I became closer to members of staff and treated them more like friends and colleagues rather than just staff members"* suggesting that a higher level of personal and community connections was being made through this new means of engagement.

Students were also starting to hint at a move from professional recognition and acceptance to genuine collegiality and even the development of friendships as the

boundaries between staff and student started to blur. Perhaps one student summed it up best with *"it becomes a natural relationship, so it makes approaching them much easier and casual".* The breaking down of boundaries through this employment opportunity would be seen as a benefit for those universities seeking to create a greater sense of community between students and staff and enhance a sense of belonging within students.

One of the strongest indicators from the survey is evident in Fig.13 which shows that since undertaking employment on campus almost 90% of students felt a greater sense of belonging towards Birmingham City University, with over 55% selecting 'Strongly Agree'.

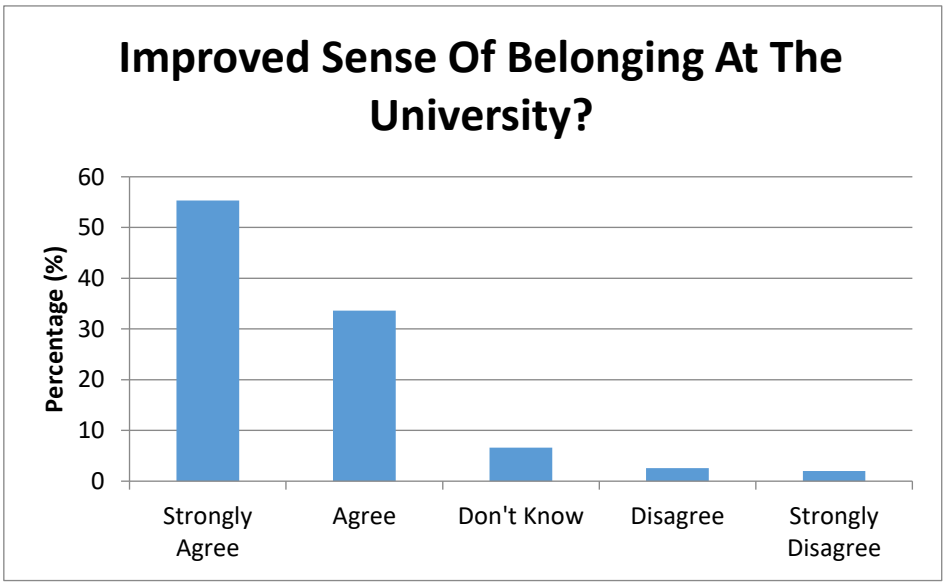


Figure 12: Improved sense of belonging at BCU?

This is an important outcome and one that aligns with Tinto (2000) as it is likely to have a key impact on student retention through students feeling more part of and better supported by their university experience. Thomas (2012) points to universities needing to generate in students a strong sense of belonging to ensure retention and student success and this sense would appear to be enhanced strongly through working on campus. This generation of a sense of belonging is also supported by the previous questions outcomes around the staff/student relationship and changing attitudes towards the university through a greater feeling of understanding (4.3).

Astin (1993: 230) states that his research indicates that having an "*on campus job would tend to bring the student into contact with a wider variety of fellow students and staff*" which supports the development of a sense of being part of something more than just attendance at a place and has been reflected in the findings form students.

Students who work for the university have the opportunity to work inside the machine of the organisation and are better placed to understand how and why things work or do not. Over 80% of students stated that they now have a greater understanding of the University. This may be beneficial to the university when certain aspects of their programme or department inevitably fail to meet student expectations at some level. Working for the University had generated a degree of empathy towards programme and/or University wide issues and the processes necessary to tackle these problems. As one student from the focus groups stated *"I understand a lot more why certain decisions were made and felt more comfortable to approach the university with problems*".

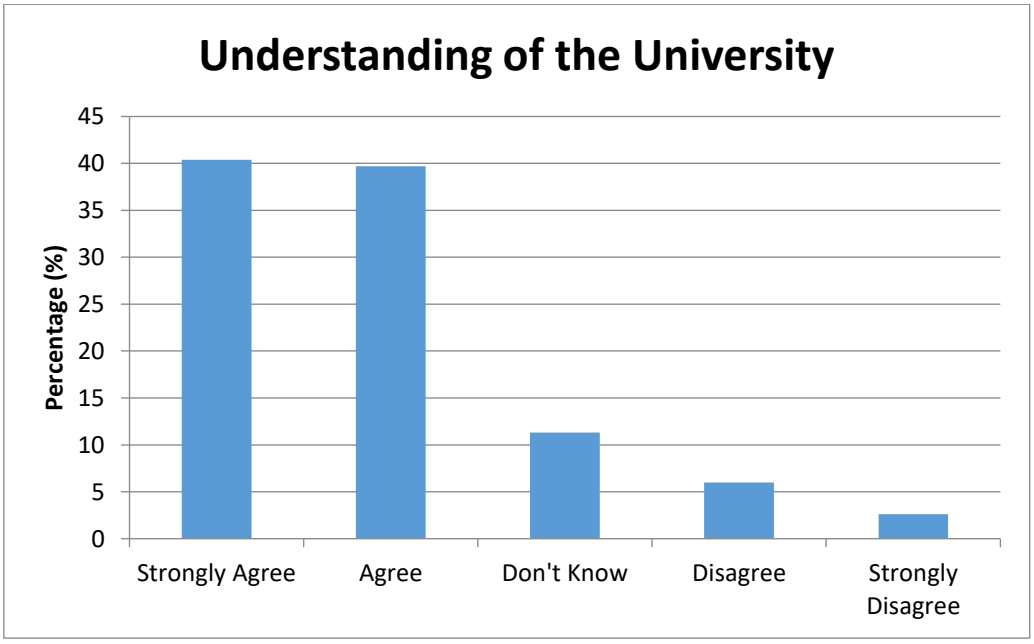


Figure 13: Understanding of the University

A further question revealed that 76% of students stated that they were more motivated to succeed at the University because they worked on campus. These questions show that the work opportunities at the university have had encouraging effects on the focus and motivation of individuals whilst enhancing staff/student relationships. It also supports the earlier question that revealed that 64% of students stated that they felt they worked harder at their academic studies as a result of on campus employment.

Results from this section suggest that on campus employment within the University had played a significant part in creating a positive impact on the student learning experience. This was further explored through a student satisfaction type question where students were asked to rate their own university experience since commencing campus employment. 85% of students were more satisfied with their university experience as a result of working for the university. This compared to a National Student Survey figure in 2015 where 81% of all BCU students expressed satisfaction with their student experience. This suggests that working for the university slightly increases student satisfaction which would appear to be supported by the feedback on other questions around being more understanding of the university and of feeling more connected.

The focus groups discussed this area and revealed that the understanding that students developed transferred into the way they related to the University. Students spoke of "t*he university became more a personal thing, something I represented, rather than something I attended*" hinting at the development of pride. One student explained that *"my attitude towards the university has become more friendly and healthy through co-ordination during work and on projects"* whilst another discussed a greater level of engagement as they explained that *"I became aware of more issues in and around my course, student projects and the wider university*"

The generation of a sense of pride in their university and more positive feelings towards the university as a result of being employed by it are outcomes that would attract university managers as they seek to support the external metrics of the NSS that measure student satisfaction with their experience.

There was a more negative aspect for the University when one engineering student revealed that his perception had changed as "*I feel that I realise it is a money making machine not somewhere that fosters learning*" and that it *"made me see how university is more of a business*". For the student, developing this insight and the learning he gained from the job may have been a useful learning experience, but for the university this is problematic and may have an impact on any metrics around student satisfaction from that particular student.

As students become more integrated into the university as employees they start to see all sides of the enterprise, some of which they may perceive in a negative light. Greater understanding appears to lead to a sense of appreciation or cynicism depending on the nature of the role in which the students are employed and the perspective of the individual. Working in a Faculty may provide a very different experience to working in Student Services. However, the general viewpoint from students would appear to be a positive one that makes them appreciate the wider university and why the university behaves and acts in the way that it does. This would suggest that students might have a greater sense of membership as suggested by McMillan and Chavis (1986) leading to a greater sense of belonging and pride in the institution.

4.3.2 Student personal and professional development

Through RQ2 student employees were asked to assess perceptions of their own development as a result of working for the University. The four areas evaluated were time management, organisation, confidence and the ability to prioritise workloads. Students had identified that the need to gain employability skills was one of the main reasons for taking a job on campus, and therefore the identification of their perceived skills development was important. Students marked one of the five options for each question (strongly agree through to strongly disagree) and the outcomes are shown in figure 15.

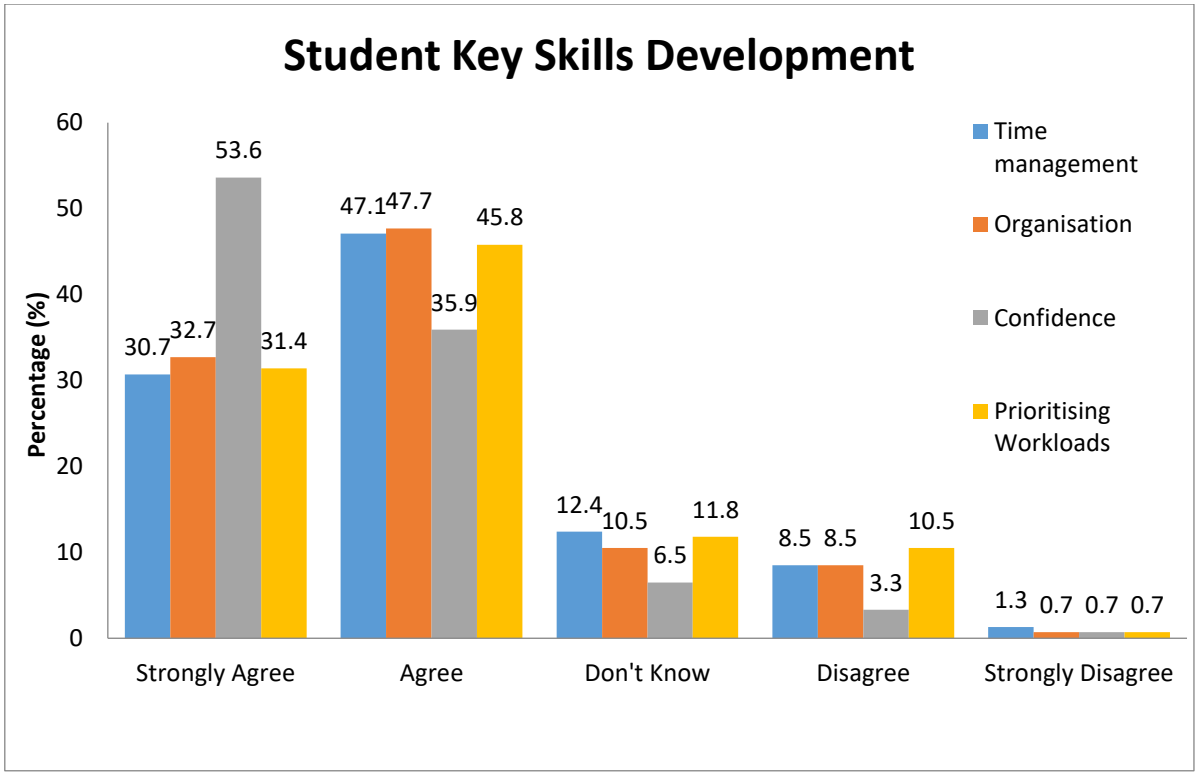


Figure 14: Student key skills development

47% agreed that their time management skills had developed since working for the University whilst a further 31% strongly agreed. In total, this accounted for 78% of all delegates. Only 9.8% either disagreed or strongly disagreed. This would reflect the evidence provided by Dallam and Hoyt (1981) that highlighted the impact on student time management practice through working and echoes the insights of Sullivan (2008) from the HEFCE visit to US Universities referred to in the introduction. The impact of such skills development could be impactful on a student's academic success as well as their professional behaviours.

Similar results were also displayed when analysing the development of workload prioritisation (77%) and organisation skills (80%). These comparable scores could be a result of the integrated nature of the relationship between the three skills and suggests a level of consistency across student scoring. One small anomaly is the higher selection (10.5%) of 'disagree' for the prioritising workloads evaluation although the job role(s) may have influenced this decision once again. Timberlake and Frank (2006: 143) identified core skills that students develop through working

alongside academic study, highlighting that, depending on the job role fulfilled, students "*gain many transferable skills including planning, organising, problem solving, co-ordinating, public speaking, working with others, communicating orally and in writing and coping with frustrations*".

The students interviewed in the focus groups also all highlighted organisational skills as being a strong development in themselves. This included time management and planning. Team working was highlighted by two groups as being a significant skill development as was an improved level of confidence in students from exposure to these types of roles that included public speaking. Such skills development not only helps a student's professional development, but also their ability to succeed academically. Archer et al (2006) recognised the personal and professional growth than occurs within students who work alongside their studies, but also highlighted the related impact on their academic development.

The survey also revealed that over 53% of students strongly agreed their confidence had grown; the largest of any development. Another 35.9% 'agreed' with this, meaning almost 90% of students supported this statement. Of the remaining 10.5% just 4% either disagreed or strongly disagreed whilst 6.5% were undecided. This strong increase in student confidence levels represents an important result for students as generating self-belief (Zepke and Leach, 2010) is a crucial development for students seeking to grow and develop. Chickering & Reisser (1993:50) would also suggest that as students develop and learn more about themselves through working on campus that the stronger sense of self leads to *"clarity and stability, and a feeling of warmth for this core self as capable, familiar and worthwhile*". This level of comfort would certainly support a sense of student belonging within an institution.

The students in the focus groups also highlighted a key learning piece around developing confidence including some quite specific comments from different students around "*being able to give a speech to an audience*" and "*I am not intimidated standing in front and speaking to large crowds*" and "*voicing opinions in a professional environment*". Timberlake and Frank (2006: 143) echoed this view when they identified that students achieve "*confidence, communication skills and connections as some of their biggest gains"* when they work alongside their degree.

It might be argued that for students attending a 'new university' and seeking to compete with students from more established 'research focused' universities in the job market, this is a crucial development that provides them with the belief to show the talent they have developed when competing with students from other places for jobs. This is echoed in the work of Chickering & Reisser (1993:47) who talked of students experiencing "a *key developmental step for students is learning to function with relative self-sufficiency, to take responsibility for pursuing self-chosen goals, and to be less bound by the opinion of others*". That creation of inherent self-confidence is a significant output of the jobs on campus experience and one of which the sector should be cognisant.

Whilst students may develop in many ways through working on campus, I also wanted to find out how they might be supported in this development through new relationships with their new colleagues across the University. The variety of roles suggested that these new relationships could be with professional or academic staff and there was the potential for a mentoring role to be undertaken by some staff. Students were asked whether they often consulted with university work colleagues about their academic studies to gain support and/or advice from them. The findings from this question are presented in Fig.16.

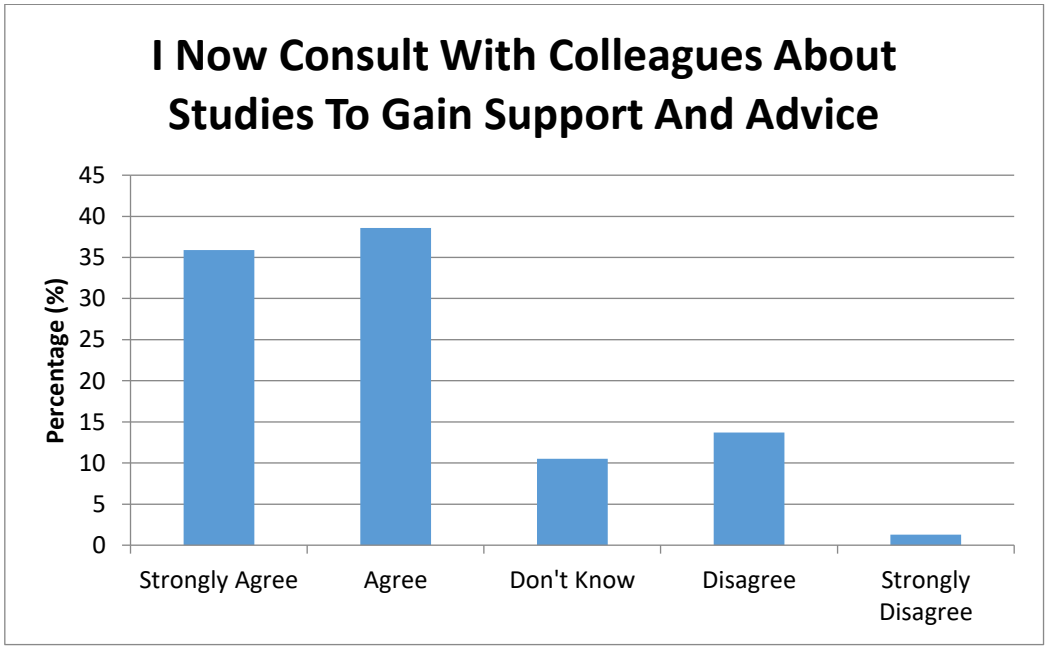


Figure 15: Consulting with colleagues

This figure shows that over 70% of students have spoken to university work colleagues, who may be academic or professional support staff, about their academic studies, indicating that they see this as an opportunity for advice and support in order to improve their academic work. These results represent another positive impact of student employment as this provides a further opportunity for students to connect with the university and further enhance a sense of belonging. Indeed, Astin (1993: 229) highlights the improvement in student academic development of the two environmental variables of student oriented faculty (staff) and peers. The mentoring opportunities this provides are likely to be of significant benefit to those students employed. In addition, the institutional benefit of staff becoming more aware of the concerns and issues of students can only help build a greater sense of understanding between students and staff.

Overall, results support the suggestion that working on campus at Birmingham City University has a positive impact on the student learning experience of those who participate. The vast majority of students feel they have developed considerably in terms of time management, confidence, prioritising workloads and organisation, all of which can be conveyed into their studies whilst also preparing them for the workplace. Students also feel more able to share their work with colleagues to gain advice and a significant number spend more time studying on campus as a result of working within the University.

4.3.3 The converse view point

This set of questions sought to offer a check against previous questions and asked questions in a negative way. Students were asked about their typical study hours alongside additional activities and the impact campus employment has had on their study habits since working at the University.

When asked about campus employment in relation to their studies just 24% felt they had less time to study whilst over 65% of students felt that their typical study hours had not been affected. The remaining 10% were unsure. This question suggests that whilst campus work enables development of practical experience, it also allows students to retain focus on their course of study during these periods of employment.

It also supports the earlier outcome where 55% of students stated they spent more time studying on campus as a result of working there.

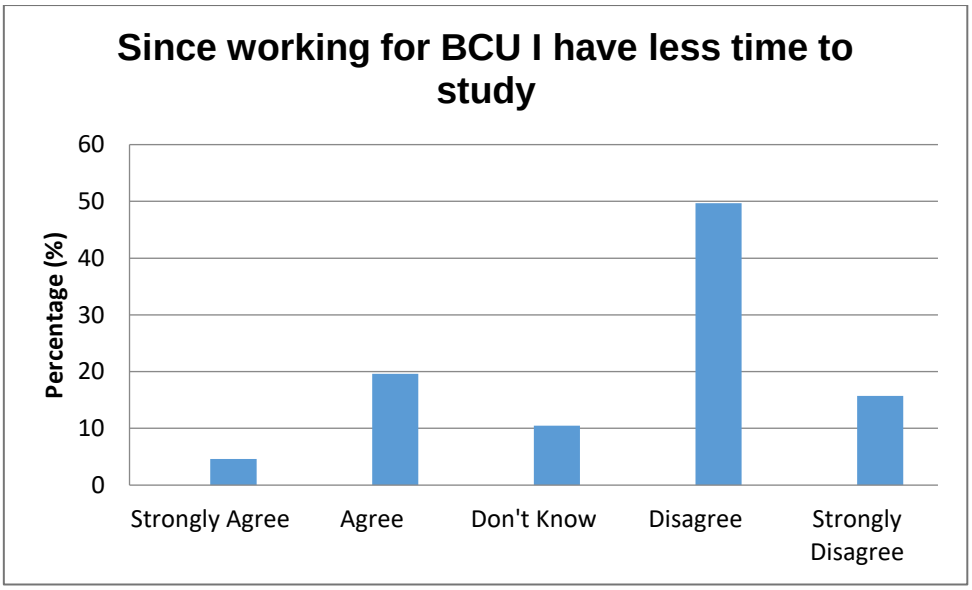


Figure 16: Study time since commencing employment at BCU

Alongside their studies, students were also asked if campus employment had affected their ability to take part in other university activities. This revealed similar results as almost 80% either disagreed or strongly disagreed with the statement "*I am unable to participate in other University activities that I would like to*". This indicated that students believe that they are able to effectively balance a range of activities (clubs, studies, and employment) during their time at BCU.

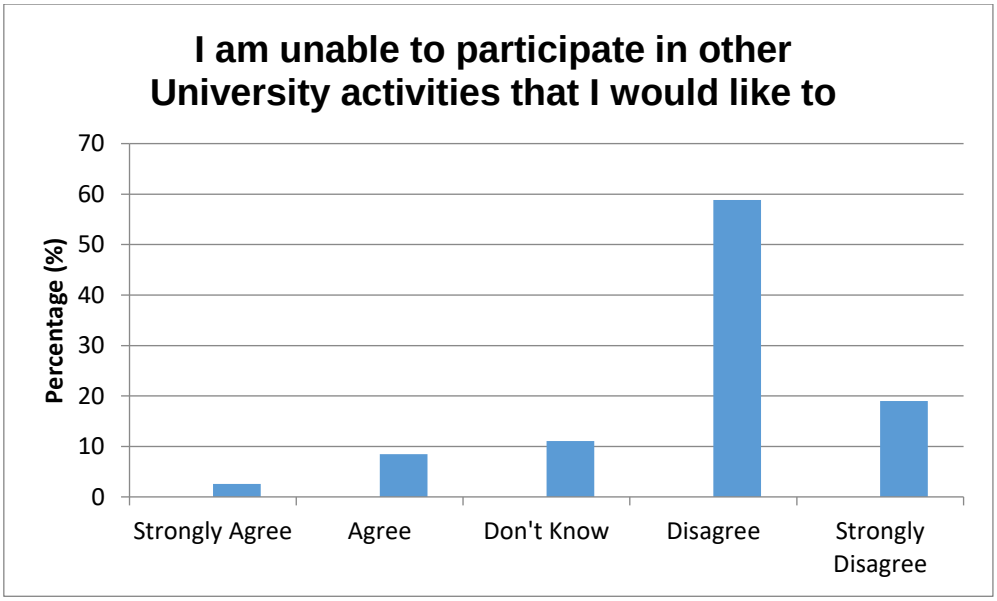


Figure 17: Participation in further activities alongside employment and studies

When asked if students felt isolated from their peers as a result of campus employment, over 90% either disagreed or strongly disagreed. A further 5.2% were unsure whilst just 3.3% felt that campus employment had isolated them from their peers. It is important that students are always connected with fellow students during their studies, not just from an educational perspective but also a social perspective. These answers suggest that despite undertaking campus employment (and possibly additional activities), students are still engaging with their peers effectively. This is vital as the success of OpportUNIty requires students to feel that they remain integrated within the university community and their course cohort (Furr and Elling, 2000) to enable that sense of belonging (Thomas 2012) to mature and embed within the student perception.

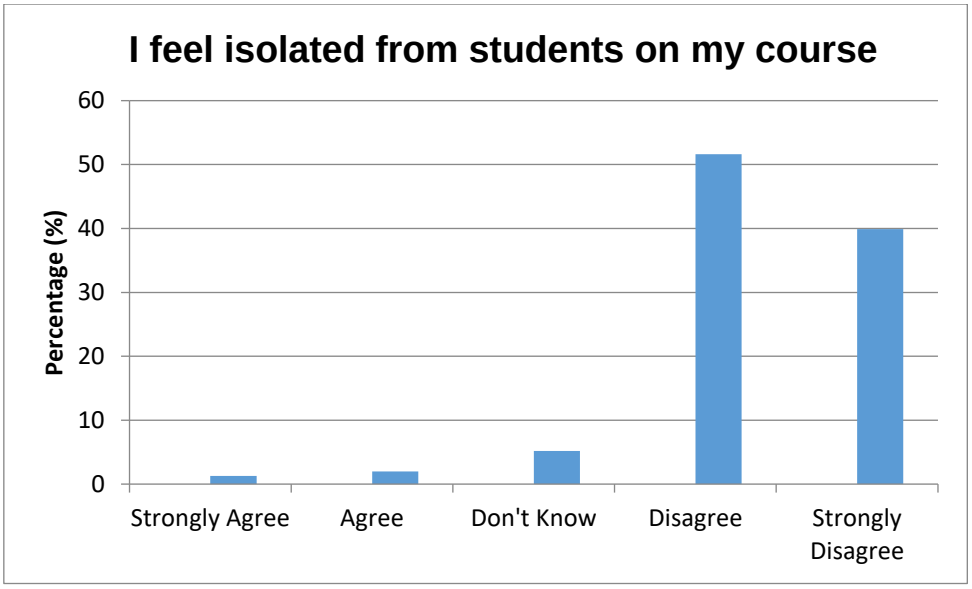


Figure 18: Do students feel isolated from their peers?

Finally, students were asked if they felt campus employment would have a negative impact on their academic results.

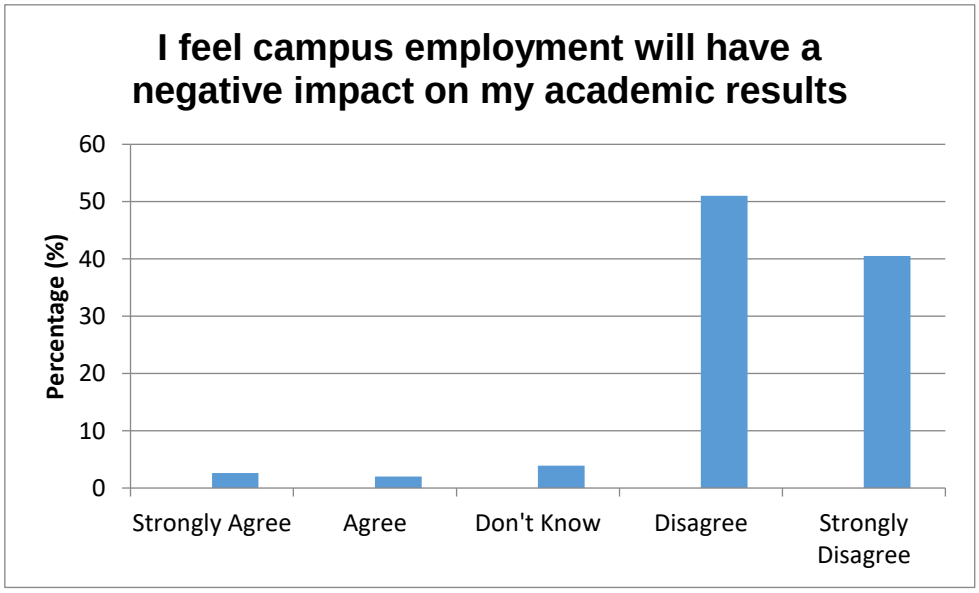


Figure 190: Perceived impact employment will have on academic results

91% of students felt that campus employment would not have a negative impact on their academic results whilst less than 5% thought it would. This helps to further

verify the questions previously asked, revealing that campus employment is not perceived to be compromising University experience and most importantly their academic studies. In fact, other data from earlier in this chapter (section 4.3.1) around motivation, consulting with staff mentors and skills development make it highly possible that working within the university may have a positive impact on their studies. Certainly, the skills development identified by students around time management and organisation would suggest that benefits are created that could impact on the academic studies of those students. Timberlake and Frank (2006: 137) talk of student employment at university enabling students "*to bring together academic work and real world problem solving*" and leading to a strengthening of peer to peer relationships.

4.3.4 Summary

The findings from this second research question section would appear to highlight important changes in the way students relate to the university and its staff. Students stated that relationships with staff had improved and that they felt more able to question staff and engage in the learning community through a greater sense of belonging, Furr and Elling (2000), Thomas (2012) and Lundberg (2004).

Findings also suggest that undertaking employment with the University has an important impact on student development. In particular, the growth in student self-confidence was notable for the strength with which students identified working on campus as having helped in its growth. I would suggest that the greater sense of belonging and the skills growth and confidence are linked as the provision of what Chickering and Reisser (1993: 50) described as a "*feeling of warmth*" enables that development to occur. These students felt supported and as they stated this was not at the expense of their relationship with their peers as they did not feel isolated from their cohort of fellow students through having to work.

This would suggest that there are many benefits for the individual student of participating in student employment at the University. The next section turns to look at the impact on the University and sector.

4.4 Research Question 3: What is the significance of student employment on campus for Birmingham City University and the higher education sector?

The outcomes from this research on student development and attitudes, delivered through research questions one and two at this one particular university, are encouraging for BCU and for any other university considering developing such a programme. The findings indicate substantial benefits for students and their learning of engaging with employment on campus. This final research question also considers the implications for the sector and draws together the findings from across the research questions to inform this view.

Chickering & Reisser (1993:1) proposed that "*colleges should foster (*student*) development by providing an empowering balance of challenge and support. Too much challenge could be overwhelming, but too much support created a static comfort zone"*. The nature of the job role encountered by a student may impact on their learning and the level of challenge and the student focus groups revealed significant evidence of such challenge. Students spoke of "*taking on new challenges*". These ranged from the need to become more organised or to plan their time more through to talking in front of large audiences or handling student complaints and engaging with customers. This perception of the skills developed by students working on campus is very encouraging as Universities seek to stretch and challenge their students. Kuh (2007) highlighted the need for students to participate in high impact practices to ensure retention during their undergraduate studies and it would appear from the findings in this thesis that some of these students are experiencing that collaborative and challenging experience that aligns with a high impact practice.

The research sought to uncover how working on campus influenced student attitudes and engagement with the University. To reveal statistics that 86% of students felt their relationship with staff had improved was interesting as the original purpose of creating the jobs on campus programme had been to build a greater sense of community which required a new relationship to be built between staff and students. Healey et al (2014:7) sought to define partnership between students and staff and framed it as a process of student engagement in which they saw "*staff and students learning and working together to foster engaged student learning*". They defined

partnership as containing "*qualities that put reciprocal learning at the heart of the relationship*". The fact that 90% of working students also stated that they did not feel isolated from other students on their course because of the need to work on campus was interesting as there could be some concern that students would be so pressurised by time constraints that they were unable to engage with their peers. The need for students to have an enhanced university experience through working on campus rather than a poorer one due to the pressures of work is something that those involved in creating the initial programme saw as important. This aim was further supported by the 80% of students who believed that work had not resulted in them being unable to participate in other university activities in which a non-working student would also engage.

This enhanced relationship also leads to students having a greater sense of belonging that Thomas (2012) identified and means that students feel more comfortable in their surroundings. The University becomes their university and results in changes to the student approach to their learning experience that sees 67% say they more likely to ask questions of their lecturers as the barriers between the two become less defined. When 90% of student employees state that they have a greater sense of belonging to the University as a result of working on campus, with 55% stating they strongly agree with this statement, then I start to think that creation of a shared community is starting to become embedded through working on campus. Healey et al (2014:8) explain that the development of partnership learning communities is crucial to enabling partnership to develop. For this to happen they state that it requires that "*working and learning in partnership becomes part of the culture and ethos of the institution*". If Birmingham City University wished to go down this path it would be considerably easier than at some other universities, as this university already has a strong history and culture around students as partners as mentioned in section 1.2 of the introduction. When Healey et al (2014) identify that key components of such a partnership learning community are *"working and learning arrangements that support partnership*" and "*attitudes and behaviours that each member of the community signs up to and embodies in practice*" then we start to see this echoed through the jobs on campus development but also the possibility of taking it further across the university.

As the University becomes a matter of shared ownership for these employed students their attitudes towards the University start to change and become more positive. 80% of the students stated that they have a greater understanding of the university and more empathy towards it. This accords with the view of McMillan and Chavis (1986) and Thomas (2012) who would recognise this data as being connected to students having a greater sense of membership of or belonging to the university. However, it could be suggested that you could take this a stage further in that a close affiliate of belonging would be pride, happiness and satisfaction. As the survey revealed, 85% said they were more satisfied with their university experience as a result of working on campus. This could make senior managers and funders interested as that could impact upon their National Student Survey results, a key measure for all UK universities and their league table position. This would be significant for the University involved in this research as the highest National Student Survey satisfaction score over recent years has been 80-84%.

The way in which working on campus impacted on students' attitudes towards the university is significant for universities seeking to develop such an offer. The generation of greater sense of connectedness was first explained by McMillan and Chavis (1986:4) who identified that belonging has four components:

> *"The first element is membership. Membership is the feeling of belonging or sharing a sense of personal relatedness. The second elements is influence, a sense of mattering, of making a difference to the group and of the group mattering to its members".*

The three other components include influence, reinforcement and shared emotional connections. However, it could be suggested that having a greater sense of membership, through being employed, together with the changing nature of the student relationship with staff, both teaching and professional support, has a significant impact on students individually and the culture of the university as a whole. The personal investment of time, effort and emotion by students was identified by McMillan and Chavis as being key and was reflected by students in the student focus groups and the reasons for this varied. Students made shared emotional connections with staff and peers in the workplace and within the classroom which, in some cases, seemed to blend and adapt as students moved

from classroom into university office setting. However, the data from the survey and comments from focus groups about students wanting to give something back to the university community offered an example of this shared emotional connection and the generation of that sense of membership.

There are many opportunities to develop this type of activity and Healey, Flint and Harrington (2014:16) quote the WISE partnership for higher education in Wales that states the belief that partnership is more meaningful when it:

> *"happens at the level of each individual student and staff member's experience. Typically, this takes its form in the learning and teaching process – at a course or module level. Partnership, however, must also extend beyond learning and teaching into other activities of the university, for example, widening access, volunteering, community engagement, and employability*".

Certainly, the data from the students revealed an identification with the idea of partnership through employment. However, employment on campus would only be one aspect and for a university to fully embrace such an approach it could consider how it might engage with local communities and charities to take the ethos of student employment on campus to trusted local agencies who could enact the same principles. This would increase the number and range of opportunities for students to develop their skills, but also support the University in its desire to work with the local community.

4.5 Completed focus group outcomes

4.5.1 An overview

The survey results suggest a significant number of benefits for the students and for the University of students being employed on campus. However, it also raised a number of questions that warranted further investigation. This was enabled through the instigation of three student focus groups in spring 2016. Students volunteered to attend and self-determined the group/date in which they could participate. The

groups varied in size: groups one and two both contained 4 students each, whilst group three contained 3 students.

The students were asked to consider the questions on their own and complete the template provided. Once this task was completed they were asked to discuss the outcomes with the group and to agree a consensus position. This enabled the collection of individual and group responses.

The questions asked focused on issues around identity, skills, behaviours, community, attitude and good practice. In particular, the questions asked:

- Identity: what were the reasons for taking a job at the university? Please list in priority order.
- Skills: what skills did you develop whilst working at the university?
- Behaviours: How did working at the university impact on your academic studies and why?
- Community: How did your relationship with staff alter as a result of you working on campus?
- Attitude: When working at the university, how did your attitude towards the university change?
- What is the best aspect of working as a student on campus?
- Would you work at the university if you were not paid?

The student responses are presented across the following pages with little comment or reference to additional literature as I want to let these comments 'speak for themselves'. I chose not to integrate them within the previous part of the results chapter as I felt they might get lost. Where relevant they will be further explored within the conclusion to this thesis.

4.5.2 Identity: what were the reasons for taking a job at the university? Please list in priority order.

When the focus group students came together the consensus was that the most significant reason for taking the jobs was to improve their employability through the gaining of additional skills. However, there was an interesting tension that carried over to other questions around payment as two student groups cited payment as

being a significant reason for taking the job, whilst one group felt that "*getting paid is a plus*". One group did highlight the wider community aspect of wishing to "*be involved in projects to enhance own and other students experience*".

At an individual response level comments were consistent and followed three paths – survival, flexibility and skills development. The first can be embodied in the response from one student "*To be able to leave the external job (Morrisons), be able to buy essential things (food), be able to work with other students and staff and have a positive impact*". The other dominant angle around skills development was highlighted by a student who stated that they took a job at university as he or she wanted "*to enhance my employability and CV, to earn money, to meet new people and work with others outside the university*".

A key strength of the jobs on campus programme would appear to be its ability to fit around a student's study programme. Comments such as "*work fits easily around study hours*", "*University working hours are flexible*" and "*flexibility*" were recorded in individual responses.

One student followed the question explicitly and perhaps offered a summary in the response "*1. Money 2. Flexibility 3. Personal Development 4. CV opportunity/employability*"

4.5.3 Skills: what skills did you develop whilst working at the university?

All the student groups highlighted organisational skills as being the key development in themselves. This included time management and planning. Team working was highlighted by two groups as being a significant skill development as was an improved level of confidence in students from exposure to these types of roles that included public speaking.

The individual responses from students around developing confidence included some quite specific comments from different students around "*being able to give a speech to an audience*" and "*I am not intimidated standing in front and speaking to large crowds*" and "*voicing opinions in a professional environment*".

Some individual student responses focused on the practical end of the skills development spectrum as one students highlighted "*1. Confidence 2. Punctuality 3. Organisation 4. Time Management*" while another considered some higher order skills suggesting that s/he had developed "*Communication, leadership, interpersonal, teamwork, problem solving*".

4.5.4 Behaviours: How did working at the university impact on your academic studies and why?

There was little consensus across the three groups in this area. Individual comments included:

"*I have to submit my availability weekly which forces me to become more organised and focus on my deadlines for university work, to say I am not available because of deadlines ensures I do the work*"

"I believe it improved my studies as I was able to focus on work rather than needing to find a job to live. Wider understanding of how the university works"

"My role as a student academic mentor involved a lot of planning, thus I was able to transfer those skills with my academic studies"

These positive comments around the impact on academic studies were balanced by some negative ones.

"*It has put a small strain on academic studies, but the support is available and I have been able to develop my planning skills to plan my workload and stay on track*"

"Sometimes I probably spent too long working, but it all worked out"

One student found the nature of their job especially impactful:

*"Being at the front line in Ask (*student one stop shop*) complaints came to you and had a major impact on my enjoyment of work and drained me each day"*

However, another had what they saw to be stress free role*:*

"Fits easily into my uni life, can work when I like, easy stress free job. Helps me pay for course materials"

4.5.6 Community: How did your relationship with staff alter as a result of you working on campus?

The focus groups shared the view that the relationship with staff had improved significantly. One group talked of staff becoming "*friends on a professional level*" and of there being "less of an 'us and them'" relationship. Another group also talked about staff becoming "*friends and colleagues*".

There were some extremes within the individual responses. "*Don't know any of the staff*" was the one negative comment to this question although the comment "*lecturer relationships improved however senior staff relationships hadn't changed*" indicates some disappointment and perhaps an unreal expectation?

However, all other comments were highly positive and included:

"I became closer to the staff I worked with. One of where my lecturers recognised me in their class. I felt like I had built a bond with them"

"*Staff see me on the same level. I get access to staff rooms which means I can go to my tutors and speak to them*"

"Relationship with staff greatly improved while working"

"*Better, stronger relationships. I started to understand staff workload"*

"I became more connected to staff and as a result I have been able to work on further projects with staff, creating more professional relationships"

"I became closer to members of staff and treated them more like friends and colleagues rather than just staff members"

Students are hinting at a move from professional recognition and acceptance to the development of friendships and genuine collegiality as the boundaries between staff and student blur. Perhaps one student summed it up best with *"It becomes a natural relationship, so it makes approaching them much easier and casual"*

4.5.7 Attitude: When working at the university, how did your attitude towards the university change?

There was little consensus across the three groups in this area with some very positive comments around the greater sense of community being generated balanced by a recognition that the university is a business focused on making money.

Individually the responses were the most varied of all questions. They varied from the very positive such as:

"*The university became more a personal thing, something I represented, rather than something I attended*"

"I understand a lot more why certain decisions were made and felt more comfortable to approach the university with problems"

"My attitude towards the university has become more friendly and healthy through co-ordination during work and on projects"

"I became aware of more issues in and around my course, student projects and the wider university"

to the negative:

"*Changed a lot, I feel that I realise it is a money making machine not somewhere that fosters learning*"

"Made me see how university is more of a business"

Clearly as students become more integrated into the university as employees they start to see the other side of the enterprise, both good and bad. Greater understanding appears to lead to a sense of appreciation or cynicism depending on the encounter and the person.

4.5.8 What is the best aspect of working as a student on campus?

A key area of agreement across the groups was the beneficial aspect of working on campus in "*improving networks and opportunities*" and "*making new connections*".

This would probably be tied to the new type of relationship student employees generated with staff.

Individuals highlighted aspects such as "*help making change and the work being convenient with studies*" and "*I get to be on campus more often"* which would suggest a positive impact on student learning. One student stated they *"feel belonged and comfortable on campus"* while another looked at the experience of working "*being able to build on skills and qualities you already have and taking on new challenges*".

4.5.9 Would you work at the university if you were not paid?

There was a clear split between focus groups on this issue. One group would be happy to work without pay as long as there was some other form of recognition. One group simply said "*No*" whilst the other group was split in its decision.

This simple question highlighted the different attitudes and nature of positivity from the groups. The more highly engaged and enthusiastic students could be traced back through their statements to expressing that they would work without pay, whilst those students who expressed that they really needed the income were often more questioning and were more likely to offer a negative response.

The findings revealed here will be discussed further in the following chapter as I seek to draw together the outcomes with other evidence from across the sector to enable sound and reliable conclusions to be constructed.

4.6 The next phase

As outlined at the beginning of this chapter, the previous pages have sought to evaluate data driven outcomes and student comments that addressed the three research questions of this investigation. The analysis revealed students' perceptions of their experience of working on campus and the impact this had upon their learning experience. The outcomes were aligned to related research from the educational literature as explanations for students' perceptions were explored and the learning for the sector synthesised.

The next chapter, the conclusion, will reflect upon the literature and the student data to enable the research to draw some broader conclusions for the University involved in this research and the wider University sector.

Chapter 5. Conclusions

5.1 Introduction

As this thesis draws to a close I choose to reflect upon the educational literature, the variety and depth of data that has been produced and the implications that can be constructed within evolving societal influences that impact on our ever changing world.

The research was undertaken with a student population at this university that may be similar to many UK city based post 92 universities. It is mainly a local student population, commuter based, that reflects the multi-cultural city from which it is drawn. Students carry the burden of increasing amounts of tuition fees and this introduction has an impact upon student attitudes towards university and what they expect from their university experience. Through financially investing in their futures, student perspectives have changed and this may impact on their motivation and attitudes, as hinted at by the 2017 National Student Survey which saw a 2% drop in overall student satisfaction across the sector (HEFCE 2017).

There is also a need to recognise the intersectionality of the student background and their engagement with society within a divided 'post Brexit' society and how this might influence student decisions. Over recent years I have started to witness, within some of the student population, a drive that is more focused around a need to get a job at the end of their university experience than by any particular desire to study an academic subject.

Within these changing contexts the thesis focused upon student perspectives and the research questions initially posed, namely:

- What factors influence students' decision to seek employment on campus? (RQ1)
- What are the implications of student employment on campus for students and their learning? (RQ2)
- What is the significance of student employment on campus for Birmingham City University and the higher education sector? (RQ3)

This conclusion will address these research questions and connect the evidence and research contained in the previous chapters. It will draw conclusions from the data; seek to explain the impact of students working on campus upon their learning behaviours and identify issues that may require further research that could add to the knowledge base.

5.2 What factors influence students' decision to seek employment on campus? (RQ1)

The survey of student employees provided some compelling evidence for why they sought employment on campus. These included the primary motives of developing skills that would secure them a better job and the need to gain money to support their student lifestyles. This was echoed in the further scrutiny of the focus groups where it became apparent that the answer was not normally that clear cut as students repeatedly stated that they wanted to earn money as well as gain skills that will better position them for employment after university. These appeared to be inseparable in most students' minds from that analysis. Healey et al (2014:9) highlight that students often have a variety of motives for engagement in partnership activities and that these can give rise to tensions. They highlight inclusivity, transition, power relationships, reward and recognition and a sense of identity as being key aspects. Some of these will be further discussed later on, but it would appear from the student feedback in the survey and focus groups that some of these issues have been addressed to the students' satisfaction. Certainly the reward and recognition aspect of working on campus appears to be meeting student needs.

Upon undertaking this research there was discussion around whether the survey would indicate any geographical bias. In particular, would students who lived on campus be the primary beneficiaries of the programme. Recent research, June 2016, within the University as part of a National Union of Students research project (Thomas and Jones 2016) into commuter students showed that 71% of the undergraduate student population at Birmingham City University could be classified as commuter students. For that research the definition of commuter was that the student had the same term time and permanent home address.

Within the survey of students only 30% who completed it could be classified as ‘commuter’. This would suggest that those students who work for the University are more likely to be students who do not have the local connections to get a job and that commuter students arrive at university with jobs already secured or do not need a job to the support their lives at home. An alternative view may be that those students who are confident enough to travel away from home to attend a new university in a new city are more likely to have the confidence to apply for jobs in their new university. This supposition could be considered in greater detail by additional research that sought to discover the difference in engagement between commuter and campus based students.

Thomas and Jones (2016) suggest that commuter students are more likely to have a part-time job back in their local community and would not therefore require a job on campus. This would seem to make sense at face value and reflects the position that Perna (2010) highlighted that “*higher education is generally not the primary life environment of working students*” as relationships and lifestyles are more likely to be primarily centred around the family than the university. However, the University would appear to be missing an opportunity, as if commuter students are more likely to have a reduced sense of belonging, then they are more likely to pose a retention risk (Thomas and Jones 2016). A concerted drive to attract commuter students to university jobs may have a significant impact on retention rates amongst those students if the data from this survey around generating a stronger sense of belonging (90%) were to be replicable within their experiences.

The OpportUNIty programme was developed to be as flexible as possible, but the data would suggest it has not impacted on this student population in an equitable manner. Thomas and Jones (2016) identified other factors that more generally impinge on commuter student engagement such as structural issues around the timetable with either early starts or late finishes impacting on their home lives and making normal study more difficult. The traditional model of student residency on or at least close to campus seems to dominate these type of opportunities. They suggest that there may be *“an element of not necessarily unwillingness, but perhaps lack of awareness of the benefits of engaging*” that universities need to work harder at changing. Certainly, Thomas and Jones (2016) statement that commuter

students "*prioritise academic engagement above and beyond enhancement and social engagement"* is worthy of further consideration and research for this university when it engages with such a large proportion of commuter students.

Student employment hours in the UK do not appear to be quite as high as Perna (2010) identified in the USA. However, the survey found that 40% of student respondents were working over 11 hours per week for the university with 15% working over 16 hours a week. 54% of students also revealed that they also had another job off campus and of those, 47% were working over 11 hours a week in that additional job. By combining on and off campus student working hours, I believe it starts to bring into question the idea of a full-time student and the notion that education can be their primary concern if students are working so many hours in paid employment.

As mentioned in chapter one, this student data is supported by 2015 UK Engagement Survey (of 1st and 2nd year undergraduates) at the University. This showed that across the university over 60% of our students undertook work or volunteering alongside their studies. I would suggest that the student who works alongside their studies is a situation that is here to stay in the UK as tuition fees continue to rise and funding received by universities to support students continues to reduce. Recently, the sector has seen the removal of the Disability Support Allowance for some students by government (Guardian 2015). This type of action will only pressurise more students, and perhaps more vulnerable students, to seek employment. Students are likely to need to find ways to pay for their tuition and lifestyles which means that working alongside studying will continue to be a priority for them.

To conclude, this research question revealed that students work on campus to help develop their employability skills and to earn money to support their ability to study. Students who work on campus are drawn mainly from non-commuter students which is at odds with the dominance of commuter students in this university's student population. Finally, and perhaps most fundamentally for the sector, the significant hours that students work, both on campus and away from it, draws into question the current understanding of what it means to be a full-time student.

5.3 What are the implications of student employment on campus for students and their learning? (RQ2)

The survey provided some intriguing evidence around the impact of working on campus on students' perceptions and their relationship with the university and its staff. The OpportUNIty programme was designed to be highly flexible and to enable students to work and study within the same space. Put simply, it was hoped that students would stay and study on campus more because their work was also there. This does not appear to have happened for all, but the research revealed that 55% of students agreed that they now spent more time on campus. The focus groups backed this up with students highlighting the flexibility of working alongside studies, the fact that they were on campus more often and that they felt more comfortable on campus. This was countered when the survey findings revealed that students felt the best place study was at home (37%).

The survey highlighted that the jobs on campus programme has had a demonstrable impact on students. 86% of students stating that they had a better relationship with staff and were more likely to ask questions as a result of working on campus. The focus groups echoed this with students highlighting the improving relationships with staff being developed and the opportunity this provided for working together. Some of these relationships developed into friendships and students spoke of developing a bond which is a positive outcome for a university seeking to create a greater sense of community and belonging. This would seem to address the issues raised by Healey, Flint and Harrington (2014:9) around power relationships, transition and identity as the relationships between students and staff are secured and developed through a partnership working approach. The developing relationships that the students identify would mean they and staff would be likely to recognise the "*reciprocal learning at the heart of the relationship" (2014:17)*.

The fact that 64% of students believed they now worked harder at their studies as a result of working on campus with 76% suggesting they are more motivated to succeed is encouraging for the creators of the jobs on campus programme. This reflects the attitudinal change expressed in Nygaard (2013) within the introduction

where the student (Ixchelt) spoke of not wanting to disappoint her new work colleagues. This data was supported in the focus group where one student revealed that she "*felt like I had built a bond with them*" and another talked of "*becoming more connected to staff*". Little's typology of learning climates (1975) talked of creating a cultivating climate in which students felt both supported and challenged. It could be suggested that working on campus, especially when it requires challenging outputs from students, is moving in that direction. It is not surprising, perhaps, that students appear to have different reasons for choosing to work on campus. Some have intrinsic reasons whilst others are driven more by the extrinsic. Whatever, the reasoning it is encouraging for a university to see students striving to work harder at their studies because of being employed on campus and this could have a significant impact on student attainment for those students.

89% of students identified that they had a greater sense of belonging with the university which was reflected in other survey outcomes with 80% being more understanding of the university when it made mistakes and 85% being more satisfied with their university experience. Students in the focus group talked of a friendlier and healthier relationship with the university and of becoming more aware as to why things happened in a certain way at the university. When students highlight that "*the university became more a personal thing, something I represented, rather than something I attended*" then it would suggest that working on campus is having a significant impact on student attitudes to their university experience and is greatly enhancing that sense of community and belonging.

When academics discuss student learning they may focus upon the academic and not the practical or life skills that all adults need to develop. For 52% of students in this research the development of those employability skills was the main reason they sought out these jobs on campus. The data around skills development revealed by the survey was encouraging as significant percentages of students stated that time management, prioritisation and organisational skills had all improved. This reflects the findings of Jarvis et al (2013, 220) who found from their partnership approach to mini-research projects on learning and teaching that this approach had a *"significant impact on learning and teaching development and enhancement, learning to learn….and employability skills and attributes*".

However, for a broadly widening participation student population, like the one that attends Birmingham City University, the finding that 90% of students in the survey agreed that their confidence had grown as a result of working on campus is important. The focus groups reinforced this outcome with students talking of not being intimidated when speaking to large groups and of developing the ability to voice their opinion in a professional manner. Cook-Sather et al (2014, 100) confirm this finding as they reported that students who in engage in partnership activities exhibit *"enhanced confidence, motivation and enthusiasm*" and "*deepened understanding of, and contribution, to the academic community*". Perhaps the development of confidence and the desire to work harder at their studies is also related to the fact that three quarters of students talk to their work colleagues about their studies. Students identified that the "*relationship with staff greatly improved while working*". These conversations may have been brief or in depth, but the opportunity for a mentoring relationship to develop through shared understandings is a welcome outcome for this area of work. This could also have the further benefit as identified by Jarvis, Dickerson and Stockwell (2014:220) of helping students learn skills and techniques around how they might learn and enhance educational outcomes.

To conclude, this research question revealed that when students work on campus they feel that they become part of the university. They develop relationships with staff, professional and academic, that can support their academic studies and which motivate them further to succeed on their courses. The membership of the university leads to an enhanced sense of understanding of and belonging to the university. In addition, the attitudinal changes to the university are further enhanced by the impact on the individual student who becomes more confident in their abilities and sees important professional skills development in such areas a time management, prioritisation and organisational skills.

5.4 What is the significance of student employment on campus for Birmingham City University and the higher education sector? (RQ3)

Building from the first two research questions, working on campus would appear to offer significant benefits for students and the university in which it occurs. This may result in individual benefits for students, but the real benefit would be around how such a development might help impact the culture of the organisation and enhance staff and student engagement. Changing the dynamic of that relationship so that those engagements are seen to be 'normal' would enable the student experience to start to really impact on the day to day work of universities.

Healey, Flint and Harrington (2014:8) suggest that the ultimate goal of a university through engaging with students within the curriculum should be that "*working and learning in partnership becomes part of the culture and ethos of the institution*". However, their model focuses upon purely the academic delivery aspects of learning and does not discuss the potential for extra-curricular engagement that can reinforce this culture. For a University, like Birmingham City University, this should be something that is considered, given its well documented history of student engagement practices across the university. This means that the Healey et al (2014:8) model of partnership learning communities requires adaptation as it only focuses on those academic aspects. It ignores the learning and partnerships that students can develop outside of the curriculum and beyond the campus. This model has also been adopted and adapted by the Higher Education Academy to create its framework for student engagement through partnership. This framework sees the Healey, Flint and Harrington work as a companion publication and draws heavily upon it.

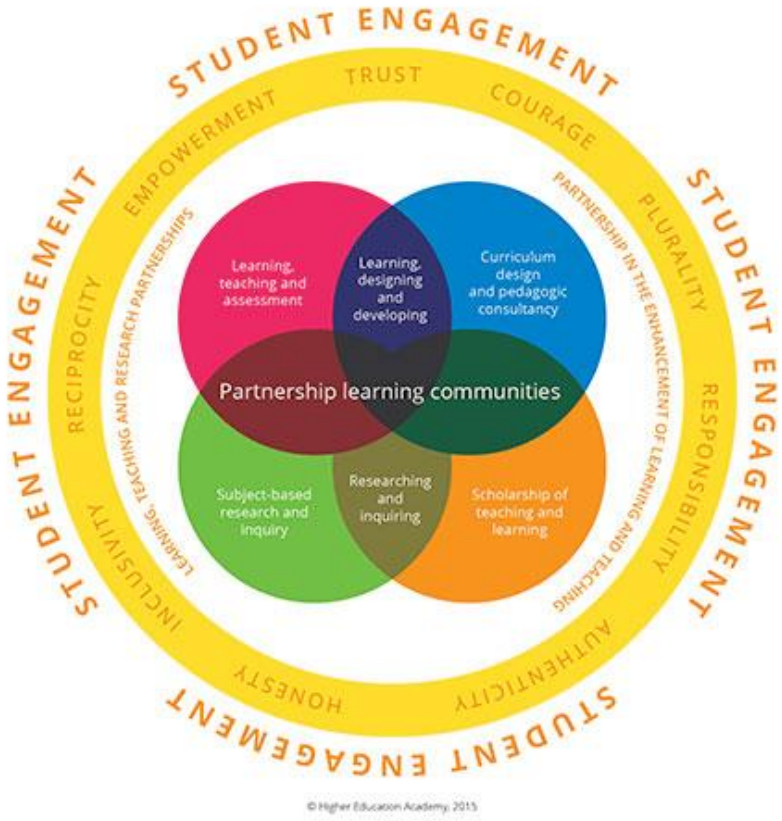


Fig 20: HEA Framework for Student Engagement through Partnership https://www.heacademy.ac.uk/institutions/consultancy/frameworks/student-engagement

The adaptation of the model by the HEA sees two new insertions – learning, designing and developing; and researching and inquiring – as well as the ring of partnership attributes. The findings delivered through the research in this thesis have revealed the partnerships between staff and students that can also be generated through employment. Therefore, it could be suggested that an additional element of extra-curricular learning and development be added.

The evolution of the model could see the circle of subject based research and enquiry being spilt and moved into two of the other circles as subject based enquiry could become part of the circle of curriculum design and pedagogic consultancy. This would allow the research element to become part of the scholarship of learning and teaching as those two areas could be closely aligned.

This would enable the proposition of a new element to the HEA's model that would see the creation of a new sphere entitled 'Learning and development through extra-curricular activities'. This would encompass student learning and development away from the classroom. It would include learning from a wide range of extra-curricular activities on campus, but would also draw upon the lifewide experience of students beyond the campus.

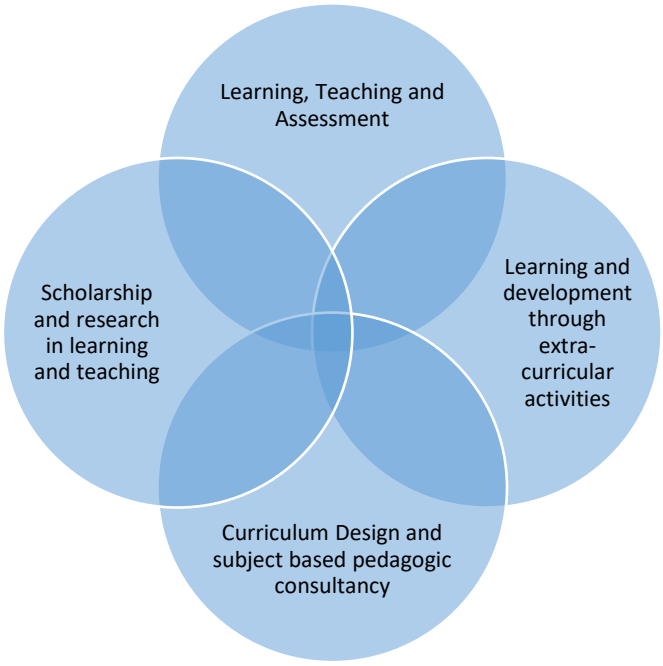


Fig 21: Adaptation of HEA Framework for student engagement through partnership to reflect learning outside of the curriculum.

This recognises the challenge, discussed in chapter 2, of Norman Jackson (2012) and colleagues around lifewide learning and the way in which universities might better recognise and credit, learning gained from a student's wider life experiences. There is a real opportunity here to embrace the life of students within the university environment and further bolster that sense of belonging a student may hold towards the university. For example, a local Birmingham student who cares for her disabled parent could tie the learning that has been generated from this challenging endeavour into their learning experience. The mechanism for capturing such learning could be through the Higher Education Achievement Report (HEAR).

The findings from the research within this thesis support the conclusions of Perna (2010: 283) that "*Student' is only one of several roles and responsibilities for many undergraduates",* that *"Work has both benefits and costs to students' educational experiences and outcomes", and* that "*Work should be reconceptualised as an experience that may promote students' educational outcomes*". This research has also revealed a student population at the University that undertakes a variety of roles alongside their studies. Those students have identified many benefits to this study that vary from earning the finance to continuing to study to a new type of relationship with staff. Students did identify some costs to working off campus, but these appeared to be outweighed by the positive outcomes.

When Perna (2010: 283) considered the research discussed within the chapters in her publication offer the conclusions that "*Student' is only one of several roles and responsibilities for many undergraduates"* and that *"Work has both benefits and costs to students' educational experiences and outcomes".* She also stated that "*Work should be reconceptualised as an experience that may promote students' educational outcomes.*" The findings from the research within this thesis would also support those conclusions. It has revealed a student population at the University that undertakes a variety of roles alongside their studies. Those students have identified many benefits to this study that vary from earning the finance to continuing to study to a new type of relationship with staff. Students did identify costs of working of campus, but these appeared to be outweighed by the positive outcomes. A remaining challenge for the University would be the deliberate intent to recognise the work on campus as an educational outcome. At the time of writing up this thesis, the University had started to explore the development of such an extra-curricular awards initiative.

To conclude, this research question recognised that the benefits of students working on campus can be substantial for the individual student or staff member they work with, but it can be even more impactful for the organisation if it becomes part of a cultural change that sees a new relationship developed between staff and students that is embedded within the fibres of the university.

5.5. Potential areas for further research

As a doctoral student I often found that when I was investigating an area for this research it led me up an alternative or supporting area of interest. There is a need to stay focused when investigating the research questions, but I would like to note that I can see opportunities for myself and others to undertake further research in some other key areas.

The engagement of commuter and campus based students in these type of extra-curricular roles is worthy of exploration as there appeared to be interesting data suggesting different attitudes to work on campus between the two groups. This could be explored through further exploration of the perceived wisdom that commuter students value the academic offer more than the social. For Universities like Birmingham City, where in 2018 we discovered that 72% of students are commuters, this is an important area of research as it should impact on the future direction of the university.

Investigations into the benefits of work on campus for students deemed to be 'at risk' could be a significant piece of work if the university was to consider the benefits of student employment on those students from lower socio economic backgrounds or who were first in generation to attend university. Work on campus could offer some of the 'social capital' that many students bring, but those students might be missing. The outcomes of this thesis with increases in confidence and sense of belonging could be critical for students from 'disadvantaged' backgrounds and would be worthy of exploration.

For the sectorI would suggest that there is a piece of research for the sector to consider around the reality of what it means in 2018 to be a full-time student. The sector appears to be blind to the fact that the last 15 years has seen the most fundamental changes, many financial, to the way in which students approach their university life. Decision makers in the sector appear to be focused on the student model that they experienced in 1970-90s without realising that for many students the thought of being a full time student is something to which they can only aspire.

For Birmingham City University, there is a need to return to the principles behind why the jobs on campus programme was created. Changes in organisational leadership

have seen the university drift away from its core mission of serving its student population and the Birmingham communities. There is an opportunity to embrace the outcomes of this research and re-engage the university to create a sector leading initiative that enhances student retention and development through an institutional culture shift of seeing students as colleagues. This could be taken further by a review of the way in which the university engages with those students who work off campus, which we now know are mainly commuter students, and seek to recognise the skills they develop in their off-campus employment as a possible way to mitigate the negative impact of such employment and encourage further engagement with their university.

On the back of this evidence, there is a great opportunity to reignite the jobs on campus programme for student and institutional benefit. It would be significant missed opportunity if this was not embraced and it is now my task, with the support of colleagues, to determine if there is the institutional will through the lobbying of senior managers.

5.6 Final thoughts and further considerations

This research offered the initial hypothesis that '*Student employment on campus enhances student attitudes and behaviours towards their learning experience.* It also suggested that student employment would be "*beneficial for the student experience, both in terms of the personal development of the student and, at an institutional level, for the University through greater student satisfaction and the development of a real sense of belonging and community'.* These statements have been explored thoroughly through this thesis and could be supported by the findings.

The outcomes of this research would suggest that for these new students who are identified as being most at risk of leaving the university, a minimum exposure to working on campus could have a dramatic impact. If these students were provided with 10 hours per week working on campus we could expect significant changes in the support they are offered, their perceptions of the university and their learning. Increasing the students' sense of confidence, capability and belonging could become

a radical, but empowering retention initiative. As a result of this study a proposal to the University to develop such a study programme has been submitted.

Further study is also being undertaken around student outcomes of those students who did work on campus and whether this impacted on the level of job they gained after leaving university. Does working at university make a student more likely to get a graduate level job when they leave university?

At universities, such as the one in which this research takes place, that are the normal habitat of the local and less affluent students, we may be starting to see the reshaping of the student perception of a university experience. Perhaps the conditions are being created in which the sector needs to rethink what it means by a 'full-time student'. Popenici (2013: 31) explains that "*Students relate to the world they experience in the living of their lives, and this also determines their position towards the significance of learning and the levels of engagement*". The wider implication from this is that "*The profound significance for learning is that academic life can be seen as a mediated action with meanings associated by students in a social context*". If a student is, in effect working a full-time job, possibly across two or three posts/roles/employers, how can the sector expect them to act in the same way as an undergraduate from 10/15 years ago? How will we as an institution alter our processes, procedures and curriculum to take greater credence of this new element in the student life? This need not be seen as a negative as the working student is gaining a great many skills and life experiences from this employment, but can our curriculum be flexible and responsive enough to take advantage of this new and additional learning?

This narrative and discussion is worthy of further engagement and McCormick et al (2010:205-6) identify that "*one important step is to widely disseminate both national and institutional data about the number of students who work, why they work, and some ideas of how faculty can design assignments that require students to apply what they are learning to their work setting and, conversely, what they are experiencing on the job to their understanding of course material*". This thesis and the subsequent production of journal articles will be able to support McCormick's desire for wider publicity of the issue, from a UK perspective, and help to add to the worldwide debate around this evolving role and the part it plays in student success.

I have found this research and the writing of the thesis to be a very interesting process that has, I believe, revealed a significant opportunity for strategic development at universities. As a result, I have lobbied senior managers at my university to support a targeted approach to employing ‘at risk’ students on campus as a means of clearly demonstrating what it means to be a widening participation university in 2018. This initiative received institutional funding in 2018 and the outcomes of the integration of the ‘at risk’ first year student into a supportive university workforce are now being revealed. Perhaps, this could be the next phase of my post doctoral research journey?

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Appendices

Appendix 1: HEA Change Academy application

Appendix 2: Paper from Change Academy group to University Directorate

Appendix 3: Bristol on line survey analysis of quantitative survey outcomes

Appendix 4: E-mail to students inviting them to complete survey

Appendix 5: Questionnaire for students working on campus

Appendix 6: Completed focus group outcomes

Appendix 7: Consent form

Appendix 8: Ethical approval application

Appendix 9: High level summary of data from survey

Appendix 1

CHANGE ACADEMY 2011

GUIDANCE NOTES AND PROPOSAL FORM

The following notes provide guidance on the submission of project proposals for the 2011 Change Academy. You may find it helpful to discuss your outline proposal with one of the Change Academy programme directors. Please contact either Dr Lesly Huxley (lesly.huxley@lfhe.ac.uk 07977 457949) or Steve Outram (steve.outram@heacademy.ac.uk 07976 132804).

SUBMITTING YOUR PROPOSAL

Please complete all sections of the Proposal Form overleaf and return to the Change Academy team (change@heacademy.ac.uk) by Thursday 3 March 2011. Please send one postal copy (signed by the Vice Chancellor/Principal) and one copy electronically (by email). It is the responsibility of the submitter to ensure safe receipt of the submission. All submissions will be acknowledged by email within three working days of receipt. If you do not receive an acknowledgement, please check for safe receipt with the Change Academy Support Team (change@heacademy.ac.uk 01904 717500). All institutions will be informed of the outcome of
their submission by Friday 18 March 2011.

ASSESSMENT CRITERIA AND SELECTION PROCESS

Teams are selected for Change Academy based on assessment of their proposals on:

- the clarity of the vision, rationale and objectives of the proposed change
- the impact on the student learning experience
- clear evidence of the institution's readiness for change (e.g. the extent of resources earmarked; formal top level support; etc.)
- relationship with the institution's strategies and links to institutional priorities in the sector
- explanation of the stage of the project's development at the time of the proposal and anticipated stage of development by the residential event*

The selection process will also take into account other factors in order to ensure a successful Change Academy experience for all participants. Consideration will also therefore be given to the diversity of project themes, types, size and geographical distribution of participating institutions. Only one proposal can be accepted per institution.

* Change Academy is most suited to projects in the very early stages of development (or to established initiatives where there is a clear need for a new direction).

Context and focus for proposals

Virtually every higher education institution is facing the prospect of reduced funding, intensifying competition, and an increased focus on enhancing the student learning experience. The wide range of challenges and changes faced by Higher Education requires effective collaborative working from both academic and professional staff. Change Academy encourages teams with membership drawn from across an institution and is itself a collaboration between the Higher Education Academy and the Leadership Foundation for Higher Education, reflecting both organisations' aims to enhance the student learning experience in the context of wider organisational development and sectoral change.

The Leadership Foundation for Higher Education is committed to developing and improving the management and leadership capability of existing and future academic and service leaders across Higher Education, thereby directly or indirectly enhancing the student learning experience. The Higher Education Academy's work in supporting the student learning experience falls into seven broad areas: quality enhancement and assessment; employability and employee learning; inclusion and student diversity; internationalisation; supporting and championing teaching; enhancing learning through technology; and curriculum design. Current priorities include Education for Sustainable Development and student engagement.

We welcome proposals which demonstrate how projects will increase institutional impact on the student learning experience in one or more of the areas outlined above. Proposals which seek to develop broader organisational capacity for leading and facilitating change may also be submitted, and are particularly welcome if there are expected to be indirect benefits for the quality of the student learning experience.

The Selection Panel

For information, the Selection Panel comprises:

- John Pritchard, Change Academy Programme Director (HEA)
- Steve Outram, Change Academy Programme Director (HEA)
- Dr Lesly Huxley, Change Academy Programme Director (LFHE)
- Professor Bob Thackwray, Change Academy Programme Director (LFHE)

Examples of previous Change Academy projects

Summaries of projects from teams attending the 2004-2010 Change Academies can be found on the Change Academy website (www.heacademy.ac.uk/changeacademy).

Change Academy dates

Event	***Date***
1.*Team leaders' Spring event*	*24 – 25 May 2011*

***2.** Institutional visit by Change Academy team member*	*Between June and August 2011*
***3.** Four day residential event*	*6 – 9 September 2011*
***4.** Institutional visit by Change Academy team member*	*Between November 2011 and February 2012*
***5.** Final team leaders' event*	*13 March 2012*

The cost of participation in Change Academy 2011 is £9,450. The Change Academy programme is heavily subsidised by the Higher Education Academy and the Leadership Foundation for Higher Education. The full fee will be charged for withdrawal from the programme after 25 April 2011.

YOUR PROPOSAL

Please note that proposals are strictly limited to 2000 words for sections 3, 4, 5 and 6 in total. Appendices will not be accepted and text in excess of 2000 words will not be considered.

1. Institution name: *only one proposal will be considered per institution.*

Birmingham City University

2. Project title:

Investing in Students

- enhancing engagement in the academic community through the employment of students and recent graduates

3. Project vision, objectives and rationale: *Describe the nature and scope of the project; why has the institution decided to do it? How does it link to the institution's strategic priorities in the sector? What is the scale of transformational change you hope to achieve with the project? How do you think participation in Change Academy will help?*

Nature, Scope and Vision

The project aims to put students at the heart of the educational experience, not just as recipients, but as co-designers and co-deliverers. It will create a structure that enables students to be employed to advise, deliver and support all aspects of the learning experience at Birmingham City University.

The project will develop a student employment framework that will engage students in all aspects of the educational experience at the University. It will seek to place students at the heart of curriculum process through enabling positively students to be part of the delivery, design and assessment processes. We anticipate that this could result in students being employed in a variety of areas such as academic skills support, clinical placement support, ICT support; as librarians, teachers, assessors and curriculum design consultants. Through this we will build a broader academic community that takes cognisance of the student voice as part of its everyday working. In addition, and aligned to this work, we will also explore the employment of recent graduates in a variety of roles to support the student experience at the university, as we seek to share the knowledge they have gained through their university experience with those presently undertaking their studies.

The vision for the project is derived from two sources:

1. The Student Academic Partners (SAP) scheme which is an employment scheme in the University that recently won the THE award for outstanding support for students. It is a collaborative scheme, with the Students' Union, that was developed through work with Copenhagen Business School (CBS) which employed students in its educational development unit, Learning Lab. SAPs are paid to work alongside academic staff in the developing innovations that will improve the learning experience. This project has demonstrated clear benefits, both individually and through the body of change agents at work across the University.
2. The University has a collaboration agreement with Northwest Missouri State (NWMS) University which focuses on sharing ideas and practices around student employment. NWMS was identified by HEFCE as offering good practice in student employment. BCU and NWMS staff and students have now visited each other and we seek to build on their experience of employing over a quarter of their students in a huge variety of functions across their University.

The proposed project would seek to learn from NWMS experience and expand and integrate the opportunities and lessons learnt from the SAP scheme to create a university wide student employment framework that would impact on all aspects of learning provision. In this pursuit we would expect to draw on the wisdom of our colleagues at NWMS and CBS.

Strategic priorities

The University's vision is "*to be recognised regionally, nationally and internationally as a university which fosters intellectual, critical and creative endeavour and, through continuous innovation*

provides an educational experience of the highest quality with a strong commitment to employability and to flexible and practice-based learning

The creation of student employment opportunities will enhance creativity and innovation throughout our courses and we believe it will significantly improve the student experience through greater peer to peer engagement. The employability skills of our students will be stretched and developed as we ask them to lead, manage and communicate within the jobs they perform supporting the learning experience.

The university vision also stated that it will provide an educational experience that "*is a force for equality and inclusion*". In the uncertain financial futures that universities and students face we believe that this project could be utilised as a mechanism to financially support students who most need it. This will enable students from widening participation backgrounds to study and work at the university. We would like to think that if we design the opportunities appropriately this could be of significant attraction and benefit to students. Recent scrutiny of retention figures at the university has shown that a significant number of students still cite financial problems as a reason for leaving. In the uncertain financial climate with student fees escalating we hope that this project will create work opportunities that are better able to support students who need to generate income, but have to balance that with a busy home and university life.

The employment of recent graduates in a variety of support based roles, such as academic coaches, will also impact on retention as we would wish these graduates to engage in supportive roles with existing students at all levels of the University. We believe this initiative could benefit our existing students and offer a first employment opportunity for many graduates seeking work in a testing job market.

The University has recently undertaken a major drive to seek to improve the student experience. Disappointing NSS results led to serious debate which has manifested in significant action across the university. Survey data highlighted the fact that students do not feel part of an academic community when they study at Birmingham City University. As a result, the University has undertaken an initiative, led by the Director of Learning and Teaching, to develop the learning community. This has been manifested through the SAP scheme and other initiatives. However, discussions with international universities have shown us the pride that students develop in their university when they actually work within it. It is no longer "students vs staff or us vs them", a new dynamic is created that encourages a new relationship between students and staff as the students become part of the organisation in which they are studying. We believe that the creation of this student employment initiative will take the university a significant way down the road of building the academic community that would benefit students and staff at the university.

Scale of change and use of Change Academy

NorthWest Missouri State University employs just over 2000 of their 8000 students. Birmingham City University has over 24,000 students and could not anticipate employing a similar proportion, in the first instance. However, a target of 1000 student employees by 2015 would prove a testing, but achievable target if the appropriate framework, process and commitment can be achieved.

Institutionally, the impact on human resources and employment processes will need to be developed through the change academy process as we seek to redefine our staffing needs and processes to recognise the pool of talented students that exist at the university.

Student employment will be a university wide initiative that will require support from across the university. Students will be working within faculties, presumably reporting to local faculty managers, so how does the university as a whole ensure the student employees are best supported. Change Academy will also be used to determine how we manage the student employees. North West Missouri State has created a functional role of Co-ordinator of Student Employment. This person manages the initiative and identifies new opportunities for students. Would this model be required in Birmingham or would we wish to cede control to the faculties and HR as if the student was similar to any other employee. We would work with Change Academy to answer some of these structural questions as we seek to develop a framework that ensures student and organisational success.

The project will have to determine how it communicates the message that student employment is the first choice for this university when seeking to fill vacancies. It will require great thought and a clear communication strategy that we would see as being a key component of the change academy process.

Finally, we would also welcome change academy support in developing an evaluation strategy that is able to share the lessons gleaned from this initiative. We believe that student employment in the learning experience will have a significantly beneficial experience on the student experience at this university. However, we will need to put in place evaluative work that can prove the impact of this striking new area of work.

4. Stages of development: *What are the anticipated timescales for making this change? Change Academy works best with projects that are in the very early stages of planning and development: at what stage is the project now, and where do you expect to 'be' by the time of the residential event?*

The University has undertaken significant student employment work through the SAP scheme which has seen 200 students employed through a partnership with our Students' Union. We have learnt many valuable lessons from this process, but the development of a university wide student employment framework would be a step change in this development. It would signal University wide buy in and a commitment to change the face and operation of the university.

By the time of the residential event in September we intend to have:

- Completed an internal dissemination exercise to senior university managers that would seek support
- Identified faculties, courses and support areas that would be willing to participate in the pilot activities of the project
- Discussed with student leaders their opinions on the proposed project and identified mechanisms for attracting students to the programme
- Started to research if any similar schemes exist elsewhere, having once again drawn on the advice of our friends at CBS and NWMS

- Worked with HR to have identified logistical issues that could impact on such a development

We would expect the residential event to be the forum in which a project plan would be finalised and responsibilities allocated amongst the team. We recognise that five months of the change academy will have passed by this point, but believe that ensuring buy in to this project will be a substantial piece of work. The goal of the project is to have employed 1000 students by 2015 and therefore the time spent in proper preparation in the first six months will be time well spent. We also believe that we will be able to create milestones to show our progress up to that 2015 goal when we meet as a team at the residential.

By the start of 2012 we would anticipate having identified and developed pilot sites for student employment initiatives. The creation of the student employment framework and supporting processes will be the key development phase up to that point.

In the spring of 2012 a pilot scheme will have been introduced and initial evaluative work will be undertaken.

5. The benefit to students: *Describe the anticipated impact of your project on the student learning experience.*

"To be employed is to be at risk, to be employable is to be secure" P Hawkins (1999)

Through student employment at the university we aim to work with students and the Students' Union to:

- provide students with work that enhances their employability
- offer students the opportunity to become an integrated and vibrant part of the university's academic community
- pay students for a job. This could support the university in attracting students from a widening participation background, but may also result in a general reduction in the number of students who leave due to financial difficulties
- make student and staff conversational interactions the norm. Unintended conversations that support student learning are more likely if students are working alongside staff on an everyday basis.

6. Support: G*ive an indication of the level and nature of the support from senior management; resources already committed. Please be as specific as you can.*

Initial discussions have taken place with Faculty leaders, Human Resources and the University's Directorate for this development to take place. The Vice-Chancellor has enthusiastically committed the University to supporting the project as he sees this initiative as making the university distinctive in the way it engages with its students. In addition, the senior level of the membership of the project team signals the seriousness with which the university is taking this opportunity.

The University is planning to spend £50,000 on student employment through the SAP scheme in 2011/12. Pilot funding for the development of this new initiative may be drawn from this and supplemented by additional university funding depending on the success of the project. In addition, the University will explore the opportunities offered by external funding to support such innovative work.

Team Members: *at the Team Leaders' meeting on 24 – 25 May 2011, we will spend some time discussing how teams can be selected, supported and prepared. It is not essential at this stage to identify the individuals that will make up the team. Please identify the number, roles and sort of people who will be involved. We are keen to involve a student participant where it is appropriate to do so. It may also be appropriate to involve a stakeholder from outside the institution. Teams are limited to a maximum of seven and all team members are expected to commit to participation in the four-day residential meeting, 6-9 September 2011.*

Role	Name (if known)	Email address
Pro-Vice Chancellor	Professor Mary Carswell	Mary.carswell@bcu.ac.uk
Director of Human Resources	Angela Pocock	Angela.pocock@bcu.ac.uk
Director of Learning and Teaching	Professor Stuart Brand	Stuart.brand@bcu.ac.uk
Birmingham City Students' Union	Education and Welfare Sabbatical Officer (voting presently taking place) or another representative from Students' Union	tbc
Associate Dean, Birmingham Institute of Art and Design	Professor Derek Cassidy	Derek.cassidy@bcu.ac.uk

Researcher to lead on Evaluation	Rebecca Freeman	Rebecca.freeman@bcu.ac.uk

Team Leader's contact details: *Please note that the Team Leader is required to attend both Team Leaders' meetings, the first of which is a two day event, 24 – 25 May 2011, and the second will be a one day event, 13 March 2012.*

Name	Luke Millard
Institutional role	Head of Learning Partnerships, Centre for Enhancement of Learning and Teaching
Contact address (inc. postcode)	Birmingham City University, Edge 217, Perry Barr, Birmingham, B42 2SU
Telephone	0121 331 5244
Email	Luke.millard@bcu.ac.uk

7. Summary*: if your proposal is successful a summary based upon this submission will be placed on the Change Academy website together with the team leader's name and contact details. Please provide a 250 word summary that can be used for this purpose, otherwise we reserve the option of creating a summary from your submission. This summary will not be used in the assessment process. Submission of a proposal will be taken as approval of this publication.*

The Investing in Students project aims to put students at the heart of the educational experience, not just as recipients, but as co-designers and co-deliverers. It will create a structure that enables students to be employed to advise, deliver and support all aspects of the learning experience at Birmingham City University.

The project will develop a student employment framework that will engage students in all aspects of the educational experience at the University. It will seek to place students at the heart of curriculum process through enabling positively students to be part of the delivery, design and assessment processes. We anticipate that this could result in students being employed in a variety of areas such as academic skills support, clinical placement support, ICT support; as librarians, teachers, assessors and curriculum design consultants.

Through this framework we will build a broader academic community that takes cognisance of the student voice as part of its everyday working. In addition, and aligned to this work, we will also explore the employment of recent graduates in a variety of roles to support the student experience at the university, as we seek to share the knowledge they have gained through their university experience with those presently undertaking their studies.

8. **Dates:** *Change Academy is a year long programme of facilitation and support for institutional emergent change. It is expected that successful institutions will take part in the full range of activities, including:*

Event	***Date***
1.*Team leaders' Spring event*	*24 – 25 May 2011*
2. *Institutional visit by Change Academy team member*	*Between June and August 2011*
3. *Four day residential event*	*6 – 9 September 2011*
4. *Institutional visit by Change Academy team member*	*Between November 2011 and February 2012*
5. *Final team leaders' event*	*13 March 2012*

10. **Cancellation policy***: The cost of participation in Change Academy 2011 is £9,450. The Change Academy programme is heavily subsidised by the Higher Education Academy and the Leadership Foundation for Higher Education. The full fee will be charged for withdrawal from the programme after 25 April 2011.*
11. **Signature:** *The Higher Education Academy and the Leadership Foundation for Higher Education, on behalf of the Change Academy team will be storing data on the successful proposals and teams. Please indicate in your submission that you are agreeable to this. Your postal submission should be signed and dated on behalf of your institution and team.*

Please indicate your agreement with the following:

- *I understand that the information I have provided will be stored in an electronic format by the Higher Education Academy,*
- *I understand that the information I have provided will be accessible to, and shared by, the Higher Education Academy,*
- *I understand that my name, job title and department may be shared with my employer for networking, professional development and reporting purposes.*

Signature _____

Position Vice Chancellor/Principal __

STUDENT EMPLOYMENT AT BIRMINGHAM CITY UNIVERSITY **Appendix 2**

PAPER FROM THE CHANGE ACADEMY GROUP

UNIVERSITY DIRECTORATE

12 SEPTEMBER 2011

Context

This paper outlines the possible mechanisms by which student employment could be undertaken at the University and proposes the case that this be delivered in house collaboratively through Human Resources, CELT and the Students' Union.

In 2009/10 the University, spent £2.2 million on 2217 temporary workers. Of this, £1.7 million went through the books of Unitemps which includes a 20% agency fee on gross costs.

The benefits of in-house provision

Financially the cost of running the Student Employment Exchange (SEE) through HR would at the very least equate to that of purchasing a similar operation externally. However, the additional benefits of running this operation ourselves and the flexibility that offers means that this would be the better option.

We believe that ownership of the scheme will provide us with a service that:

- can be marketed as something unique at this university and offers us a distinctive edge in student recruitment
- can provide students feedback on their employment and better prepare them for the world of work and improve our student employability rates
- we can tailor to university need and is as flexible as we need it to be. It will also allow us to ring fence internal vacancies
- supports the development of the learning community and it will make our students proud to work at the place in which they also study. Students will study with Birmingham City University not just at it.
- Can help us transform the University into one which is genuinely student facing
- is developmental as well as just an employment and one that can help us significantly address issues of progression, retention and achievement.

The final bullet point is critical as a 10% reduction in student attrition will save the University over £750,000 and hence mean that the SEE will pay for itself.

Costs

The costings are detailed over the page, but a summary would show that the University's Student Employment Exchange and that of Unitemps are broadly similar. However, the benefits outlined above would make the internal option preferable. Additionally there is a greater degree of control over the operation and future if this was to be run internally rather than via the franchise route where the University is handing a significant degree of control to an external operator.

These costings only cover set up and running costs for each of the options. Funding to offer student employment will have to be secured by the faculties and departments wishing to offer employment opportunities.

HR run Student Employment Exchange (Internal option)

Staffing costs	two scale 5	£57,340
	MA3	£52,648
Marketing	(SU)	£20,000pa
Directorate Oversight	0.2 FTE	£25,000
HR/equipment	System changes and developments	£10,000
Payroll costs	£1.33 per temp per 1000 temps transactions	£1,330
Total		**£166,318**

Unitemps option

Cost of franchise		£50,000
Lease / legal costs		(unknown)
Marketing		£10,000
Staffing - TUPE transfer		£55,000
Annual rent		£11,000
Service charges and equipment		Unknown

Management fee	3% of internal spend	Unknown
Directorate Oversight	0.2 FTE	£25,000
Payroll costs	£1.33 per temp per 1000 temps transactions	£1,330
Total		**£163,330**

Students' Union option

Start up costs		£34,000
Running costs	Per 1000 students per annum including payroll and marketing	£134,000
HR	Per 1000 students	£57,000
Directorate Oversight	0.2 FTE	£25,000
Total		**£250,000**

Scheme operation

HR would offer a series of generic student job descriptions which could be top and tailed to the appropriate job. This will ensure that each role is graded at the same scale and that the ease of developing a job description and person spec by staff can be assisted. This will create a speedy, responsive service that will be able to meet short term need when required.

We also believe that through the generation of case studies and by wider publicity we will be able to persuade recruitment managers to be targeted when they design student employment roles so that a specific need is met. HR guidance will encourage such operation and the ability to run student employment through the university will enable us to ring fence employment opportunities when required.

CELT and the Students' Union will work together with HR to generate the publicity and opportunities to encourage staff and students to engage with the scheme. A detailed communication plan is under development which will incorporate support from Marketing and various Faculty based pilot projects.

HR will work with the relevant professional service to deliver a range of opportunities to students which will give them a wider understanding of professional life and cpd opportunities which will not only deliver elements of the curriculum but better prepare them for their future professional

careers. This could include a range of experiences including professional mentoring, volunteer scheme, work shadowing, consultancy assignments etc.

This could not be offered via a Unitemps franchise which would have a fair more limited range of provision. We would seek to continue to work with Unitemps to deliver external temp work assignments however.

The group also believe that having more students employed within the University offers us the chance to transform our services and the way they are delivered .

We would like to officially launch the scheme in January 2012.

Angela Pocock, Director HR
Professor Mary Carswell, PVC
Professor Stuart Brand, Director CELT,
Luke Millard, Head Learning Partnerships
12 September 2011

Appendix 3: Bristol on line survey analysis of quantitative survey outcomes

bos

The working student 2015

Showing 153 of 153 responses

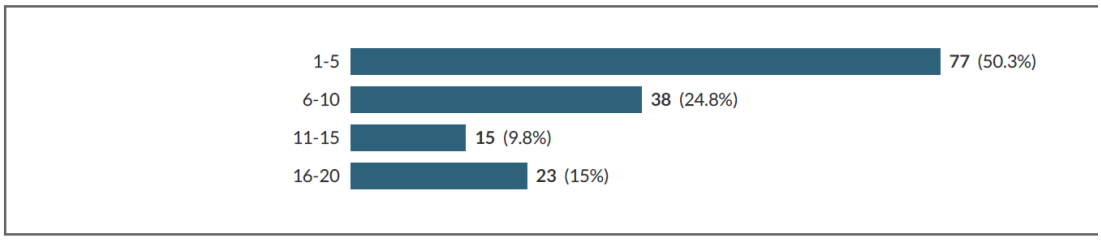
Showing **all** responses

Showing **all** questions

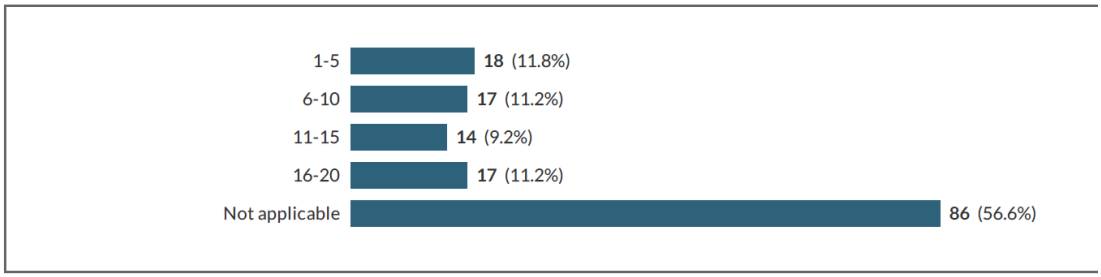
Response rate: 76%

Employment information

1 On average, how many hours of paid work do you undertake per week at the University?



2 Do you have additional paid employment outside of the university? If so how many hours do you work on average per week?



3 What is the postcode or area for the place you work at outside of the university? (e.g. B42 2SU or Perry Barr)

Showing all 83 responses	
WV11 1HD	61910-61904-4886282
City Centre - Bullring	61910-61904-7106117
B5	61910-61904-7214415

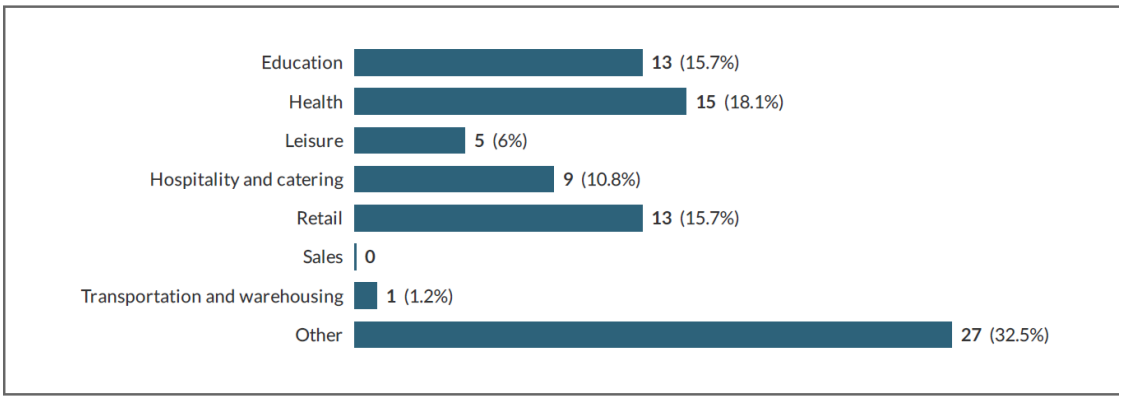
1 / 32

B42 2SU	61910-61904-7214333
Wednesbury	61910-61904-7216597
B91	61910-61904-7216818
City centre	61910-61904-7218479
All university sites	61910-61904-7219603
B4 6NH	61910-61904-7219897
Harborne	61910-61904-7225589
B4 7XE	61910-61904-7226940
b42 2su	61910-61904-7229663
Leicester	61910-61904-7214962
n/a	61910-61904-7232915
b14	61910-61904-7245148
b42	61910-61904-7251040
Great Wyrley	61910-61904-7254353
Small Heath	61910-61904-7262193
b12jn	61910-61904-7265550
B42 2S	61910-61904-7266001
B42 2SU	61910-61904-7284453
n/a	61910-61904-7286684
N/A	61910-61904-7290370
City Centre	61910-61904-7293372
CV5 6PF	61910-61904-7300433
B26 3QJ	61910-61904-7301005
B7	61910-61904-7348503
Bull Ring	61910-61904-7546529
WR7 4DG	61910-61904-7546756
N/A	61910-61904-7546940
sy5 6rf	61910-61904-7547026
Moseley	61910-61904-7549217
LE17 4XN	61910-61904-7550359
Cannock	61910-61904-7551577
WS9 0JD	61910-61904-7552334
B6 4AB	61910-61904-7552350

B14	61910-61904-7552888
Edgbaston	61910-61904-7554695
Dy5 3ns	61910-61904-7554881
B5 7UG	61910-61904-7555331
Not applicable	61910-61904-7555597
WS12 4DB	61910-61904-7555590
City Centre	61910-61904-7561701
NA	61910-61904-7565434
City South	61910-61904-7567296
B71	61910-61904-7624628
B4 6NH	61910-61904-7718907
B1	61910-61904-7740856
B30	61910-61904-7753105
sy3 8bs	61910-61904-7818546
Harborne	61910-61904-8038730
SN11 9UR	61910-61904-8156668
B42 2SU	61910-61904-8187809
Wolverhampton	61910-61904-8187986
B5 4BU	61910-61904-8189934
Warwick	61910-61904-8190399
B65	61910-61904-8191087
castle vale/chemsley wood	61910-61904-8195138
Various (freelance)	61910-61904-8236316
B15	61910-61904-8246062
Banbury	61910-61904-8249431
B42 2SU	61910-61904-8295338
B5	61910-61904-8371228
N/a	61910-61904-8371225
agency hca	61910-61904-8371091
B296BP	61910-61904-8371635
Solihull	61910-61904-8371697
Walsall woods	61910-61904-8371696
West Bromwich	61910-61904-8371856

Stratford	61910-61904-8372879
Perry Bar	61910-61904-8373202
B18 8AT	61910-61904-8404590
Perry Barr	61910-61904-8405335
all over uk	61910-61904-8405600
Audlem	61910-61904-8406683
b1	61910-61904-8406956
Birmingham	61910-61904-8372037
B3 3DQ	61910-61904-8407830
B42 2SU	61910-61904-8432964
Oxfordshire	61910-61904-8435442
cv34	61910-61904-8470051
cv1	61910-61904-8536078
Worcester	61910-61904-8548446

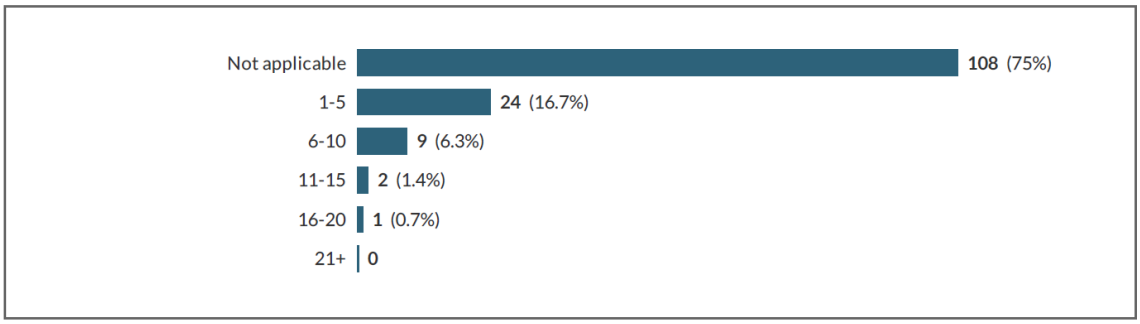
4 What type of paid work do you undertake outside of the university?



4.a If you selected Other, please specify:

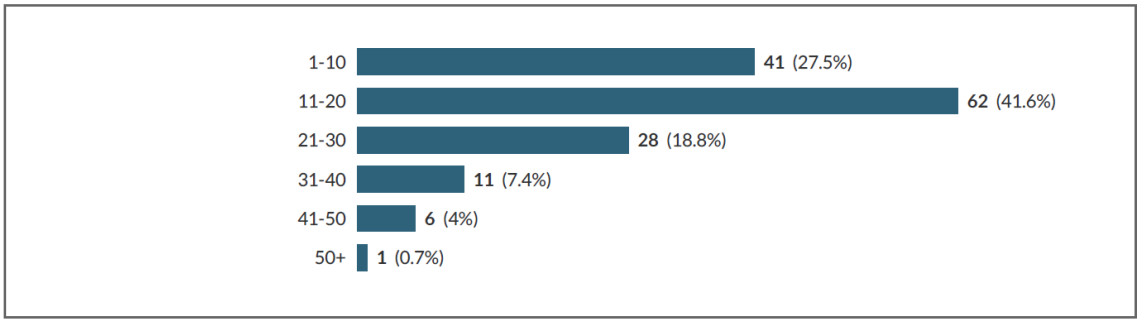
Showing all 27 responses	
Photography	61910-61904-4886282
none	61910-61904-5067764
Full time rockstar www.brokenwittrebels.com twitter.com/brokenwittrebel soundcloud.com/brokenwittrebels	61910-61904-6576493
Photographic services	61910-61904-7219603
Freelance Musician	61910-61904-7220145
Low Vision department	61910-61904-7225589
I'm a freelance product and portrait photographer	61910-61904-7226940
Technition	61910-61904-7214962
Administrative Assistant	61910-61904-7262193
n/a	61910-61904-7286684
N/A	61910-61904-7290370
Paid carer	61910-61904-7300433
N/A	61910-61904-7546940
Child care	61910-61904-7547026
Warehouse Operative (ASDA)	61910-61904-7550359
CCTV Operator Driver Army Reserve	61910-61904-7551577
Not applicable	61910-61904-7555597
Bar Maid	61910-61904-7555590
No paid position outside uni	61910-61904-7565434
Music Gigs every now and then.	61910-61904-7710321
Admin	61910-61904-7718907
consultancy	61910-61904-7818546
Locum veterinary nurse	61910-61904-8249431
dont work outside of university	61910-61904-8295338
Army Reserves	61910-61904-8404590
Touring sound engineer	61910-61904-8405600
Customer service IT	61910-61904-8372037

5 Do you also undertake any voluntary or caring work? If so how many hours per week on average?

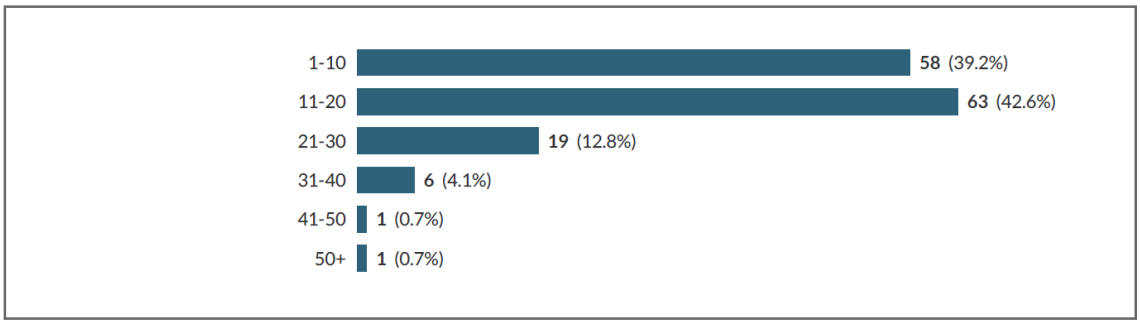


ur study habits

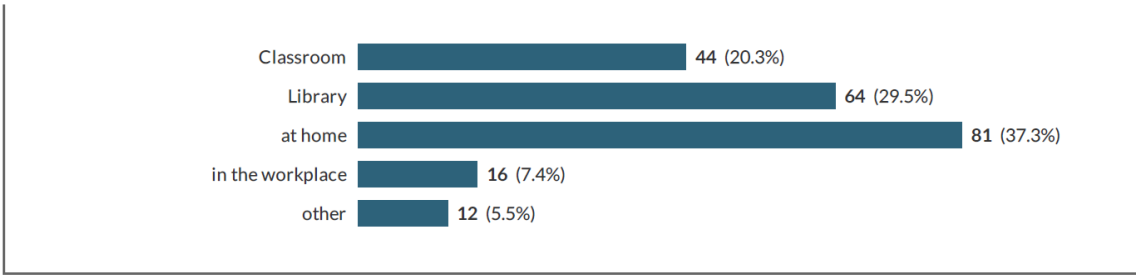
6 On average, how many hours per week of study do you undertake at the university (classroom, library, study groups etc on campus)?



7 On average, how many hours per week of study do you undertake away from the university campus?



8 Where do you learn and/or study most effectively?

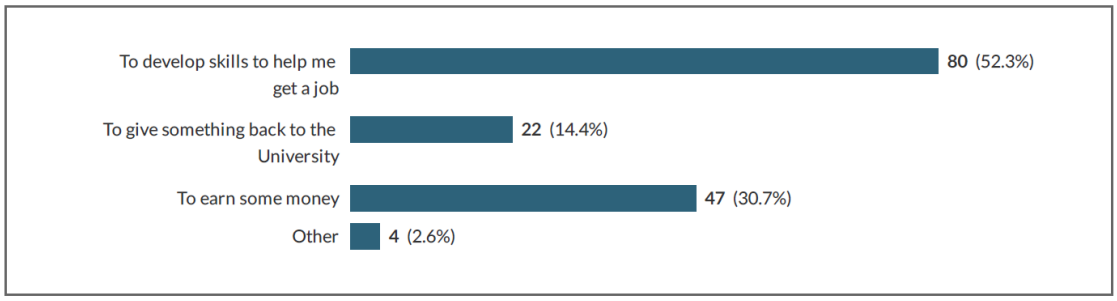


8.a If you selected other, please tell us where you learn

Showing all 14 responses	
computer room	61910-61904-5067764
In a quiet place where you can sit and concentrate	61910-61904-7106117
Practical workshops	61910-61904-7219603
Just a quiet place where I can get stuff done	61910-61904-7226940
practice room	61910-61904-7348503
workshop/studio	61910-61904-7565434
Open work areas within the University	61910-61904-7591301
On trains	61910-61904-8189934
specifically the quiet study area	61910-61904-8195138
Rented Studio	61910-61904-8249524
SU	61910-61904-8371662
study rooms in the library where I like to work alone.	61910-61904-8385065
Social space	61910-61904-8372037
Whevers free, study group with friends	61910-61904-8536078

titudes, motivation and identity

9 What is your primary motive for working on campus at BCU?



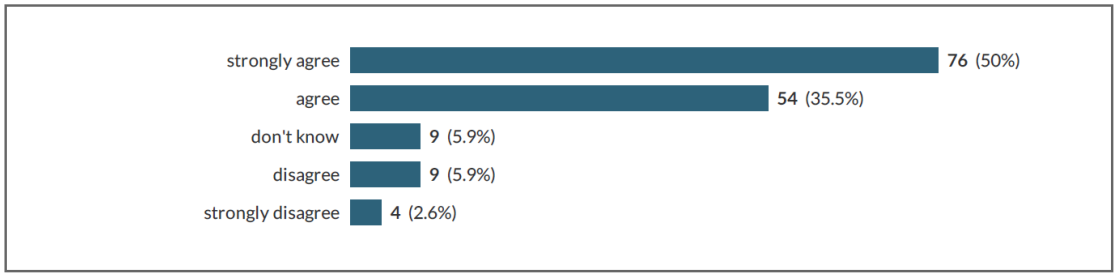
9.a If you selected Other, please specify:

Showing all 4 responses	
As I worked on the AimHigher scheme, my work took place off campus within a secondary school. My primary motivation to work on this scheme was to raise the aspirations of students in those school. With the intention of encouraging them to pursue higher education.	61910-61904-7222997
to help first years of my course, develop my people skills	61910-61904-7565434
To gain experience	61910-61904-8191087
To gain skills, give something back to uni, share my student experience and earn money	61910-61904-8371228

10 As a result of working for the University.....

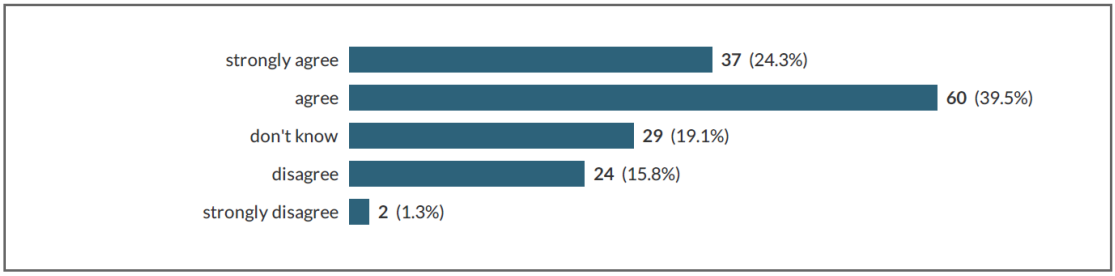
10.1 I have a better relationship with staff than if I were only a student

10.1.a I have a better relationship with staff than if I were only a student



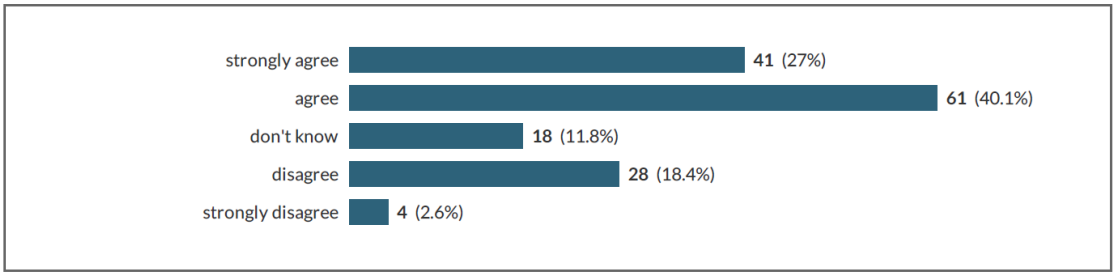
10.2 I work harder at my academic studies

10.2.a I work harder at my academic studies



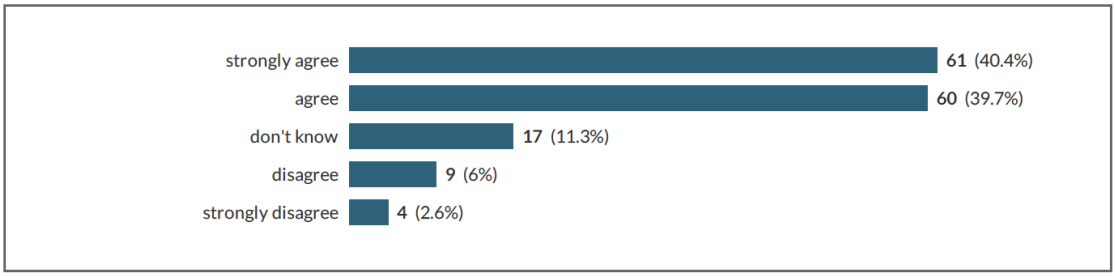
10.3 I am more likely to ask questions of my lecturers

10.3.a I am more likely to ask questions of my lecturers



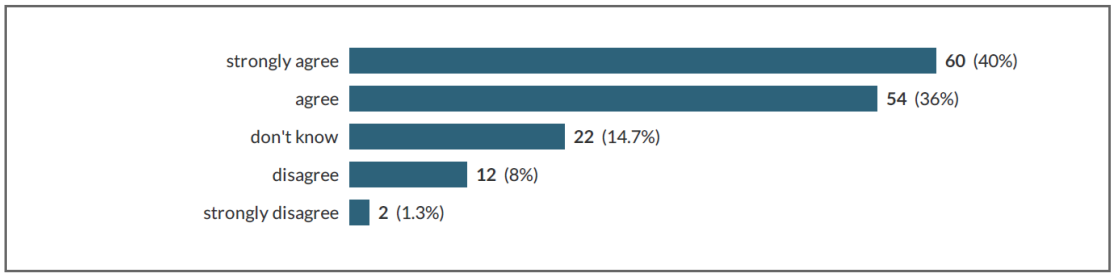
10.4 I am more understanding of the university (if things are not perfect on my course)

10.4.a I am more understanding of the university (if things are not perfect on my course)



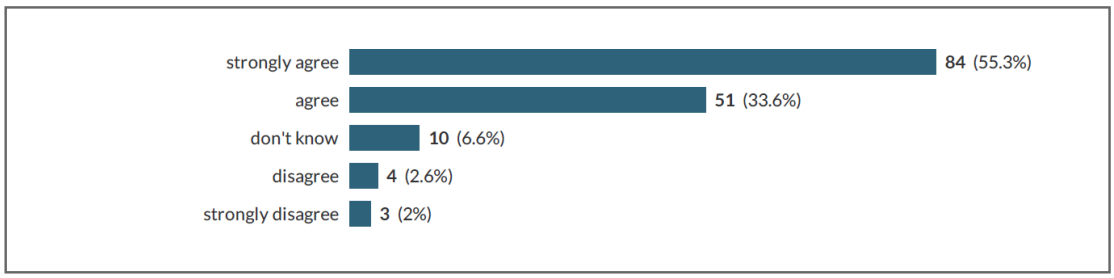
10.5 I am more motivated to succeed at the university

10.5.a I am more motivated to succeed at the university



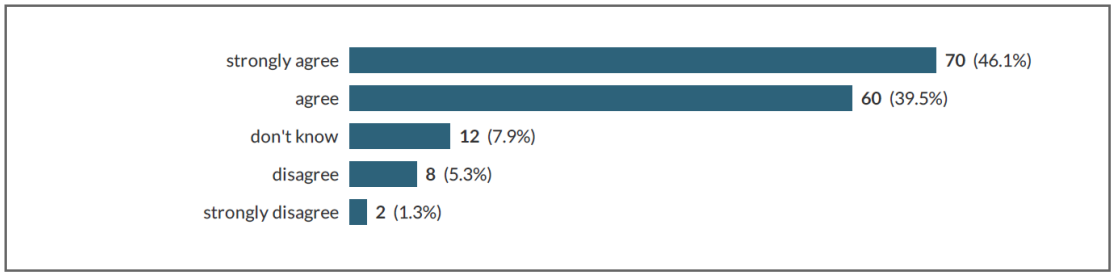
10.6 I feel like I belong more at the University than if I were just a student

10.6.a I feel like I belong more at the University than if I were just a student

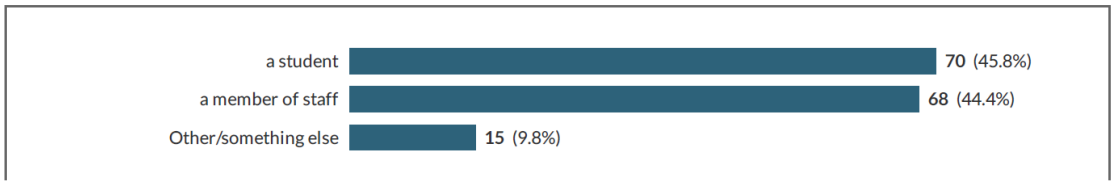


10.7 I am more satisfied with my university experience

10.7.a I am more satisfied with my university experience



11 When you are undertaking your paid employment at the university do you feel that you are



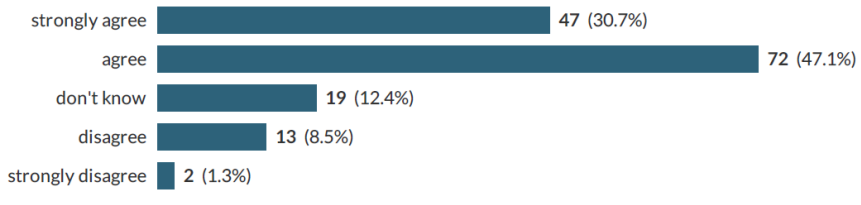
11.a If you selected Other, please specify:

Showing all 15 responses	
As I work of site, I still feel like a member of staff at the university. However I feel like more of a member off staff at the school which I am placed.	61910-61904-7222997
mixture	61910-61904-7251040
Student/staff hybrid, not having the same resposibilities as someone who is solely staff.	61910-61904-7293372
a hybrid... Although there is an official job title, you are still always referred to as a student regardless of the job title.	61910-61904-7300821
Still a student, but with increased responsibilities.	61910-61904-7546756
Somewhere in between	61910-61904-7549217
volunteer	61910-61904-7565434
Both student and staff member	61910-61904-7567296
both a student and staff, I feel like Im more a part of the University than if I were only a student	61910-61904-7591301
a mix of both student and staff	61910-61904-7718907
Something in between! More of a colleague but not quite staff, if that makes sense	61910-61904-8249431
staff and student	61910-61904-8371228
A combination of the two	61910-61904-8372189
Part of the fabric of the university. A link between the students and the staff members.	61910-61904-8405039
More than a student, but not a staff member, there is still the staff respect element, but more of a relaxed feeling about it all	61910-61904-8585876

12 As a result of working for the University.....

12.1 My time management skills have improved

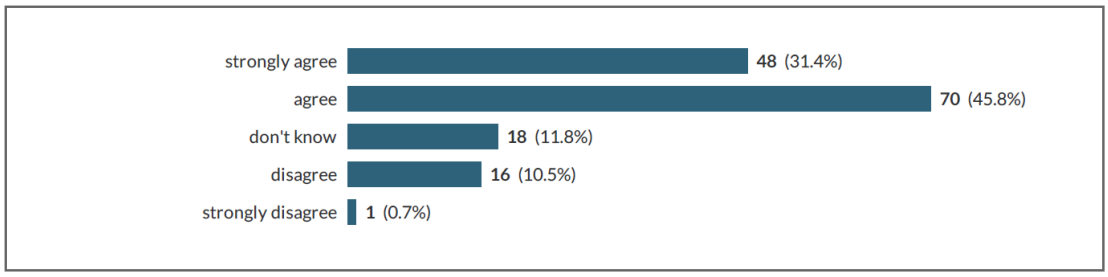
2.1.a My time management skills have improved



11 / 32

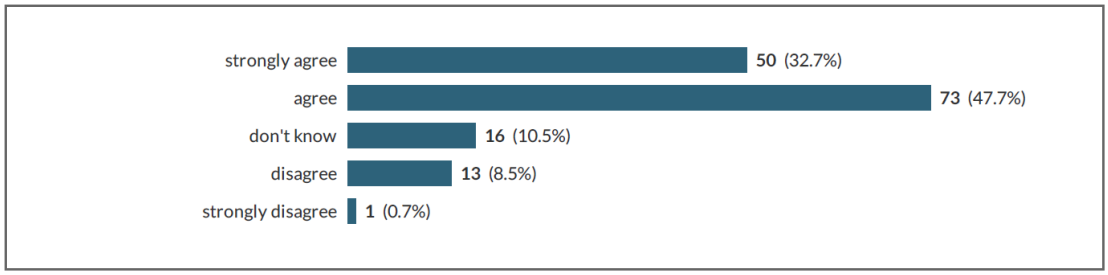
12.2 I am better at prioritising my work

12.2.a I am better at prioritising my work



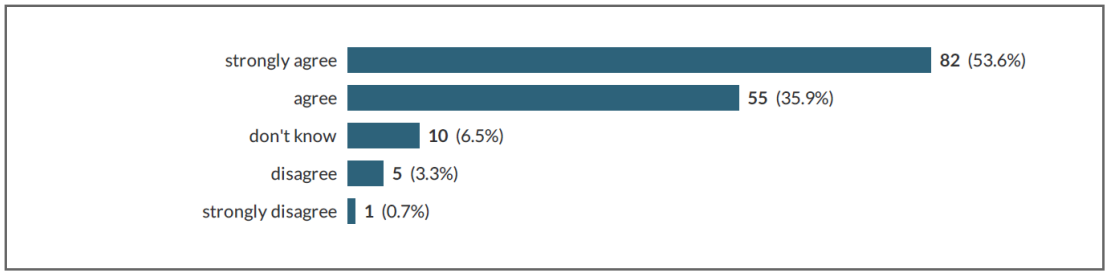
12.3 I am better organised

12.3.a I am better organised



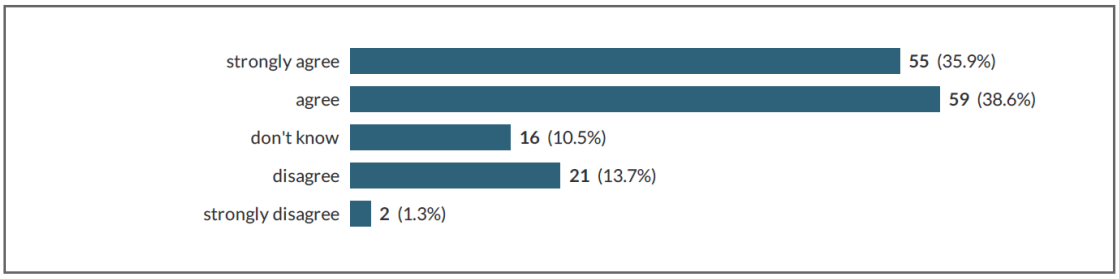
12.4 My confidence has grown

12.4.a My confidence has grown



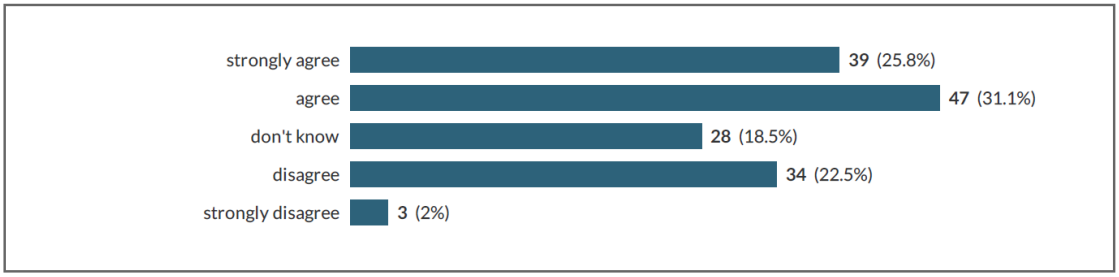
12.5 I have talked to my university work colleagues about my academic studies and gained support or advice from them

12.5.a I have talked to my university work colleagues about my academic studies and gained support or advice from them



12.6 I spend more time studying on campus

12.6.a I spend more time studying on campus



13 How do you think the University should recognise the skills you develop during your employment?

Showing all 101 responses	
There are 'Extra Mile' awards already set in place to recognise staff and student development and engagement.	61910-61904-4886282
A reference or recommendation for job applications/interviews	61910-61904-5067764
They should recognise them as amazing because I am amazing. www.brokenwittrebels.com	61910-61904-6576493
By having some form of module where you can showcase these and get some form of credit towards your degree	61910-61904-7106117
Certificates for portfolio. Reference for future employer.	61910-61904-7215794
Offer references or shortlist for job interviews	61910-61904-7218479
I'm mostly using previously acquired skills in this role. The University pay rate should be closer to a market rate for these skills.	61910-61904-7219603
Certificate or badge to show future employees, add it into our reference once qualified.	61910-61904-7219897

It would be much appreciated if the university could provide a certificate to show my experience in working with the university.	61910-61904-7220747
I feel that my contributions are already recognised by my manager at the university.	61910-61904-7222997
Don't know	61910-61904-7225438
It would be nice if there was a system of jobs being available so a student can carry on working at the uni after they've finished their studies	61910-61904-7226940
They should be proud for allowing students to take on the role as a member of staff because it helps boost our confidence and gives us a better outlook on the world of work once we look into graduate employment.	61910-61904-7227696
That I am punctual.	61910-61904-7229663
Don't know	61910-61904-7214962
not sure	61910-61904-7232915
Should be able to receive training certificates	61910-61904-7236697
a certificate might be nice	61910-61904-7245148
a certificate	61910-61904-7251040
By mentioning them on any references for post-graduate jobs.	61910-61904-7254353
at the end of the course the personal tutor should mention it on our final interviews and when applying to jobs as it can increase our chance of getting a job!	61910-61904-7258968
One to one meeting at the end of employment perhaps?	61910-61904-7259733
I don't necessary think they need to recognize my skills developed... It's enough knowing I have grown as a person	61910-61904-7262193
Yes	61910-61904-7265550
through prizes or certificates	61910-61904-7266001
through developing a skills programme with credits/ i.e recommendations via Linked In	61910-61904-7284453
confident and motivated.	61910-61904-7284511
Yes	61910-61904-7286684
Offer a way to retain students after they graduate	61910-61904-7287758
Unsure.	61910-61904-7290370
From some staff skills training sessions	61910-61904-7291766
They were skills I had developed before so nothing.	61910-61904-7300433
Not sure at the moment	61910-61904-7300821
Giving me more challenging tasks	61910-61904-7305929
increase work opportunities	61910-61904-7308217
Through references	61910-61904-7317050
They do already - I attend courses/training on research and teaching (both a part of my role here)	61910-61904-7546571

Through feedback from the staff and students, presentations about what I do and personal feedback as well.	61910-61904-7546529
Perhaps feedback/progression forms. Something physical that can be kept as evidence	61910-61904-7546756
Assements/ training sessions	61910-61904-7546940
Unsure	61910-61904-7547439
Regular feedback	61910-61904-7549217
Certificates, references for later employment	61910-61904-7549806
By handing me a certificate of achievement after terminating my job and degree	61910-61904-7550359
A reference which would help inform potential future employers of your worth and performance as an employee.	61910-61904-7551577
Letter/Statement of thanks outlining work to be used for future employment.	61910-61904-7552334
Monitoring my actions	61910-61904-7552350
Provide a reference at the end	61910-61904-7552888
Promote more university jobs on campus. Also once completed and achieved the job, at the end receive a certificate if person in charge feels you worked well.	61910-61904-7554695
NA	61910-61904-7554881
Something like a 'blue peter badge' endorsement on academic references or in addition to the degree	61910-61904-7555331
The lectures recognise who I am and already know my skills and capabilities	61910-61904-7555597
Allow guidelines to meet after each shift.	61910-61904-7555590
Don't know why they should do that	61910-61904-7565434
use them in references for jobs and give something you can use as evidence	61910-61904-7567296
Involving me in university activities post graduation and maintaining relationships with staff.	61910-61904-7586123
offer more work, or a higher hourly rate	61910-61904-7591301
Should count towards your academic achievements	61910-61904-7624628
Yes	61910-61904-7718523
with a good reference when applying for jobs	61910-61904-7718907
By getting feedback from supervisors	61910-61904-7740856
Offer a part-time job,reward outstanding performance or encourage continuous development.	61910-61904-7753105
utilise them in other jobs needed.	61910-61904-8033739
Offer more opportunities and responsibilities	61910-61904-8038730
I feel that the university should recognise the students by having ex SAP students talking about their experiences to the new and starting projects	61910-61904-8038729
A certificate of the training in different areas that I have completed	61910-61904-8076706
I don't think there is a way	61910-61904-8156668

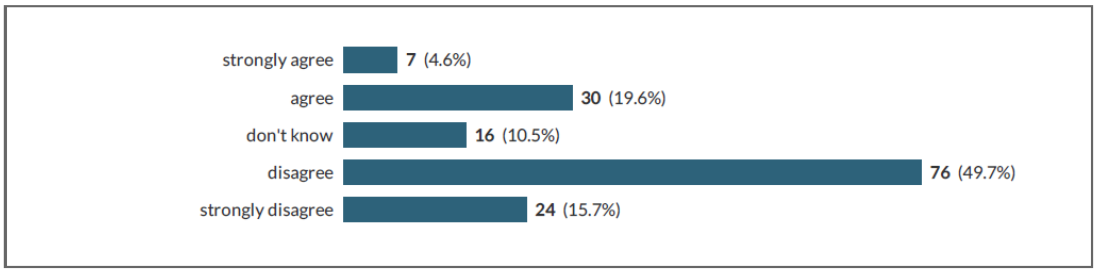
Communicate more	61910-61904-8187729
Praise for going above what is expected	61910-61904-8187809
Poll	61910-61904-8187986
A reference at the end.	61910-61904-8189934
Through the work input I put in with the role	61910-61904-8191087
take on board where we work, our interest in a particular field and put us in appropriate placements as I feel we learn a lot more on placements so feel we should gather as much experience	61910-61904-8195138
email	61910-61904-8209975
Maybe have a 'skills passport' where different skills demonstrated can be 'signed off' which will add to CPD and make you more employable. Certificated are always good too - many of my cohort are quite certificate driven!	61910-61904-8249431
By providing further employment.	61910-61904-8249524
independent and organisational skills	61910-61904-8295338
Recommendation letters or certs	61910-61904-8371084
Employee recognition award	61910-61904-8371228
Testimonial letter.	61910-61904-8371576
An award "contribution to development of skills" or something along this line of thinking	61910-61904-8371469
A good reference?	61910-61904-8371635
Some sort of group outing to celebrate	61910-61904-8371662
Don't know	61910-61904-8371697
Just by saying it that you have done a good job	61910-61904-8371696
Not sure	61910-61904-8371856
A certificate or written reference that can be shown at job interviews	61910-61904-8376990
The university should take into consideration of certain skills you develop just by working with the university. You gain a better understanding of how the university events function and how matters are handled. Along with a cinfudence boost and your people oriented skills are enhanced. I think it would be lively if the university would credit this by a certificate of regonition as it would be a lovely to cherish. Also working at yhr university really develops you as a person snf yhis certificatd would acknowledge that.	61910-61904-8385065
Offer to write a reference	61910-61904-8404590
Potentially hold monthly appraisals.	61910-61904-8405039
Certificated acheivement	61910-61904-8405335
By telling me what my job is	61910-61904-8405600
Writing a feedback would be helpful.	61910-61904-8407830
Award students for taking on leadership and willing to be involved with the University.	61910-61904-8432964

university could write a reference letter to recognise our skills and work	61910-61904-8444264
More confident Better communication Good time management	61910-61904-8478558
Yes	61910-61904-8527316
by achievement/certificate? Something that recognises extra work and will look good on your cv.	61910-61904-8536078
I think the staff noticed the change without asking them if they were aware of any skill development. The staff at BCU tend to know the students well, and this only added to it.	61910-61904-8585876
My supervisor can do a work appraisal for me.	61910-61904-8605173

14 As a result of working for the University.....

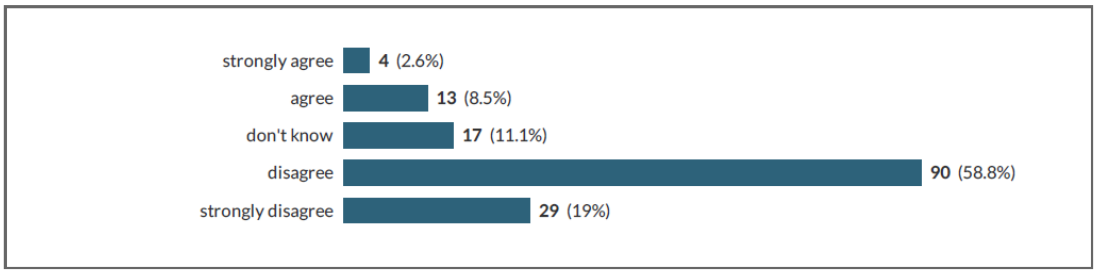
14.1 I have less time to study

14.1.a I have less time to study



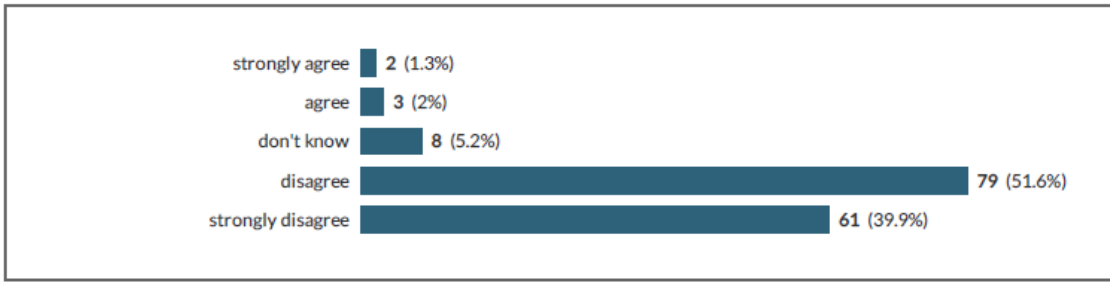
14.2 I am unable to participate in other university activities (clubs) that I feel that I would like to

14.2.a I am unable to participate in other university activities (clubs) that I feel that I would like to



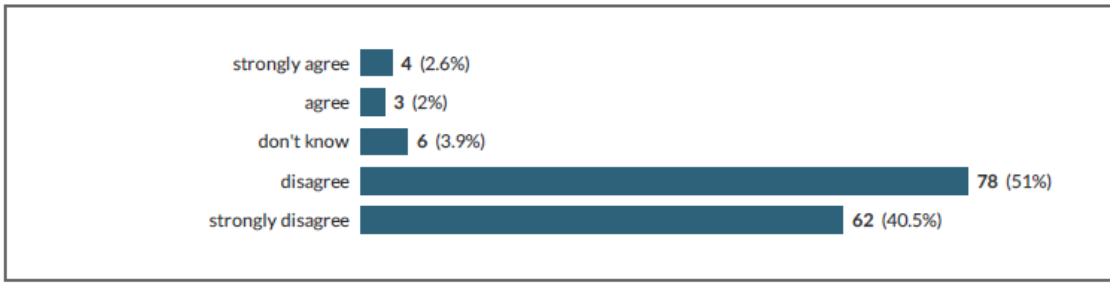
14.3 I feel isolated from other students on my course

14.3.a I feel isolated from other students on my course



14.4 I think it will have a negative impact on my academic results

14.4.a I think it will have a negative impact on my academic results



About your course

15 What course are you studying at university? e.g. BSc Nursing or BA Fine Art etc

Showing all 150 responses	
Computer Networks	61910-61904-4886282
BEng	61910-61904-5067764
BSc (Hons) Music Technology	61910-61904-6576493
Media and Communications (Journalism)	61910-61904-7106117
Pgdip Viola Performance	61910-61904-7214415
BMus Hons	61910-61904-7214545
MBA	61910-61904-7214333
BSc Midwifery	61910-61904-7215794
BA (Hons) Early Childhood Studies	61910-61904-7216597

BA Media and Communication	61910-61904-7216818
BMus performance	61910-61904-7218479
BA Visual Communication	61910-61904-7219603
BSc Nursing	61910-61904-7219897
PG Dip Vocal Performance	61910-61904-7220145
BA Media and Communications	61910-61904-7220735
BSC Nursing	61910-61904-7220747
B.A (Hons) Criminology and Psychology	61910-61904-7222997
BSc Radiotherapy	61910-61904-7225002
LAW	61910-61904-7225408
fdsc Rehabilitation Visual Impairment	61910-61904-7225589
LLB law	61910-61904-7225429
BSc Film Production Tech	61910-61904-7225438
BA Visual Communication	61910-61904-7226940
BAHons English Language and Literature	61910-61904-7227696
Economics and Finance	61910-61904-7229663
Bsc hons computer science	61910-61904-7214962
BA Media and Communication	61910-61904-7232915
BSc Planning, Environment and Development	61910-61904-7236697
3D Design	61910-61904-7245148
PhD in Engineering	61910-61904-7242966
BA Media and Communications	61910-61904-7251040
Speech and Language Therapy	61910-61904-7253953
BA Accounting and Finance	61910-61904-7254353
llb law	61910-61904-7258234
BSc adult nursing	61910-61904-7258968
BA Hons Early Childhood Studies	61910-61904-7259238
BA Fine Art	61910-61904-7259733
BA Accouting and Finance	61910-61904-7262193
Ba Hons Business and Marketing	61910-61904-7265550
BA (Hons) Marketing, Advertising and PR	61910-61904-7266001
BA (Hons) Marketing, Advertising and PR	61910-61904-7284453
MA Fashion & textile design	61910-61904-7284511

Bsc Computer Networks	61910-61904-7286684
MSc Computer Science	61910-61904-7287758
MA	61910-61904-7290370
BMus Music (Performance)	61910-61904-7293372
Events and Exhibition Management	61910-61904-7291766
MA Creative Industries and Cultural Policy	61910-61904-7300433
PhD Media	61910-61904-7300821
BSc Information and Communications Tech.	61910-61904-7301005
MBA International Business	61910-61904-7305929
psychology with criminology	61910-61904-7308217
bsc psychology	61910-61904-7309645
BA Accounting & Finance	61910-61904-7311020
BA Hons Accountancy	61910-61904-7317050
Vocal Performance (PG)	61910-61904-7348503
Business and Management	61910-61904-7536083
PhD in Education	61910-61904-7546571
BA Jewellery Design	61910-61904-7546529
BSc Nursing - Child	61910-61904-7546756
BSc sound engineering & production	61910-61904-7546808
LLB Law	61910-61904-7546882
BA Hons Media & Communications	61910-61904-7546940
BA English	61910-61904-7547026
BA (Hons) Primary Education with QTS	61910-61904-7547439
BSc Nursing	61910-61904-7549217
BSc Speech and language therapy	61910-61904-7549806
BSc Computer Networks	61910-61904-7550359
BA Criminology and Security Studies	61910-61904-7551577
BA Early Childhood Education Studies	61910-61904-7552334
Computer Science	61910-61904-7552350
Bsc nursing	61910-61904-7552888
English and Media	61910-61904-7553259
Early Childhood Studies	61910-61904-7554695

BSc Computer Networks & Security	61910-61904-7555331
BSc Nursing	61910-61904-7555597
BA Media and Communication (Radio Specialist)	61910-61904-7555590
BSc nursing	61910-61904-7556627
BA(Hons) Sociology and Criminology	61910-61904-7561701
BA Fashion Design	61910-61904-7565434
BSc Adult Nursing	61910-61904-7567296
Nursing BSc	61910-61904-7586123
Radio and Audio Production MA	61910-61904-7591301
BSc Nursing	61910-61904-7624628
MMus Performance	61910-61904-7710321
BSc Film Production Technology	61910-61904-7718523
BA English Literature	61910-61904-7718907
BA Marketing, Advertsing & PR	61910-61904-7740856
BSc Nursing	61910-61904-7753105
BA Fine Art	61910-61904-8033739
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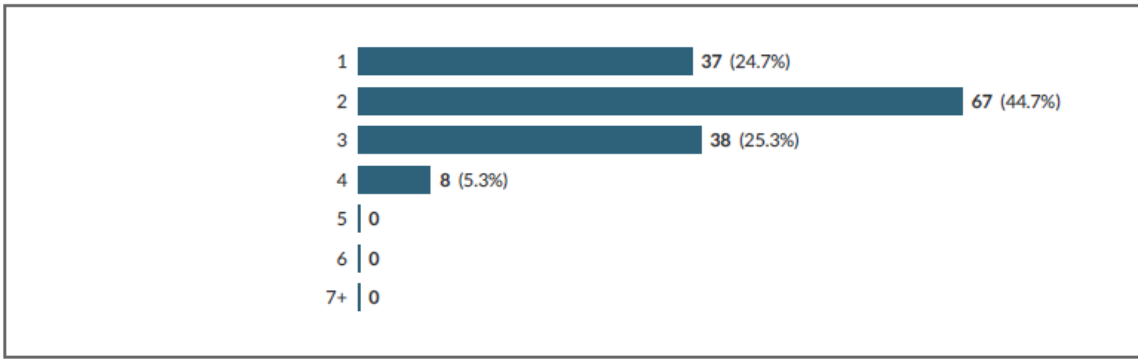
Computer Science	61910-61904-8038729
LLB LAW	61910-61904-8045860
BSC psychology	61910-61904-8076706
FdSc Rehabilitation Work, Visual Impairment	61910-61904-8156668
Sociology snd criminology	61910-61904-8187729
BA Marketing	61910-61904-8187809
BA HONOURS Criminology and Security Studies	61910-61904-8188009
Interior Design	61910-61904-8187986
Bsc Film Technology and Visual Effects	61910-61904-8189934
Film Production Technology	61910-61904-8190140
BA Media and Communications	61910-61904-8190269
BA Fine Art	61910-61904-8190399
SLT	61910-61904-8191087
BSc nursing ld	61910-61904-8195138
Computer Networks and security	61910-61904-8209975

PhD Education	61910-61904-8236316
BSc Nursing	61910-61904-8246062
BSc Diagnostic Radiography	61910-61904-8249431
MA Media Arts Philosophy Practice	61910-61904-8249524
Business and Marketing	61910-61904-8295338
Speech and Language Therapy	61910-61904-8371109
Social work	61910-61904-8371228
Adult nursing	61910-61904-8371225
BSc nursing	61910-61904-8371091
BA Media and Communication (Journalism)	61910-61904-8371576
Business and finance	61910-61904-8371469
Digital Media Technology	61910-61904-8371578
BA Fine Art	61910-61904-8371635
BA Hons Media and Communications	61910-61904-8371662
BA Media and Communiction (Radio)	61910-61904-8371697
Beng Automotive	61910-61904-8371696
llb law	61910-61904-8371856
Media and Communication s	61910-61904-8372189
Visual communication photography	61910-61904-8372879
BA (Hons) Sociology	61910-61904-8373202
speech and language therapy	61910-61904-8376990
MA Design Management	61910-61904-8382232
International Business Law	61910-61904-8384724
Ba(hons) business and economics	61910-61904-8385065
Economics and Finance	61910-61904-8404590
BA Sociology	61910-61904-8405039
English	61910-61904-8405335
BSc Sound Engineering & Production	61910-61904-8405600
BA Hons Criminology	61910-61904-8406683
forensic computing	61910-61904-8406956
BSc Information and Communications Technology	61910-61904-8372037
MMus	61910-61904-8407830

Early Childhood Studies	61910-61904-8432964
BSc Film Production and technology	61910-61904-8444264
MMus Performance	61910-61904-8470051
MA Fashion & textile Design	61910-61904-8478558
BA accounting and finance	61910-61904-8527316
BSc Film technology and visual effects	61910-61904-8536078
BSc Hons Mental Health Nursing	61910-61904-8548446
fashion	61910-61904-8554225
BSc Speech & Language Therapy	61910-61904-8585876
MBA International	61910-61904-8605173

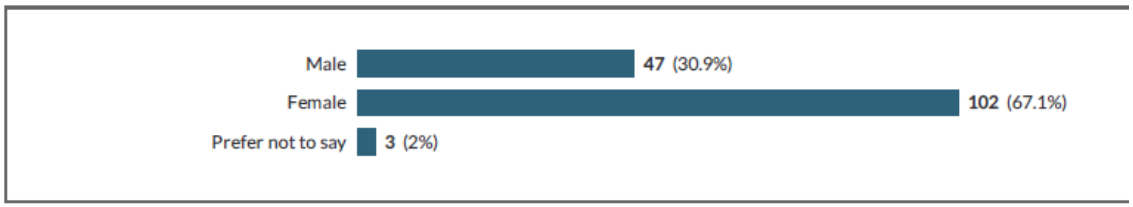
16 What are you currently registered as?

17 Which year of your course are you currently in?

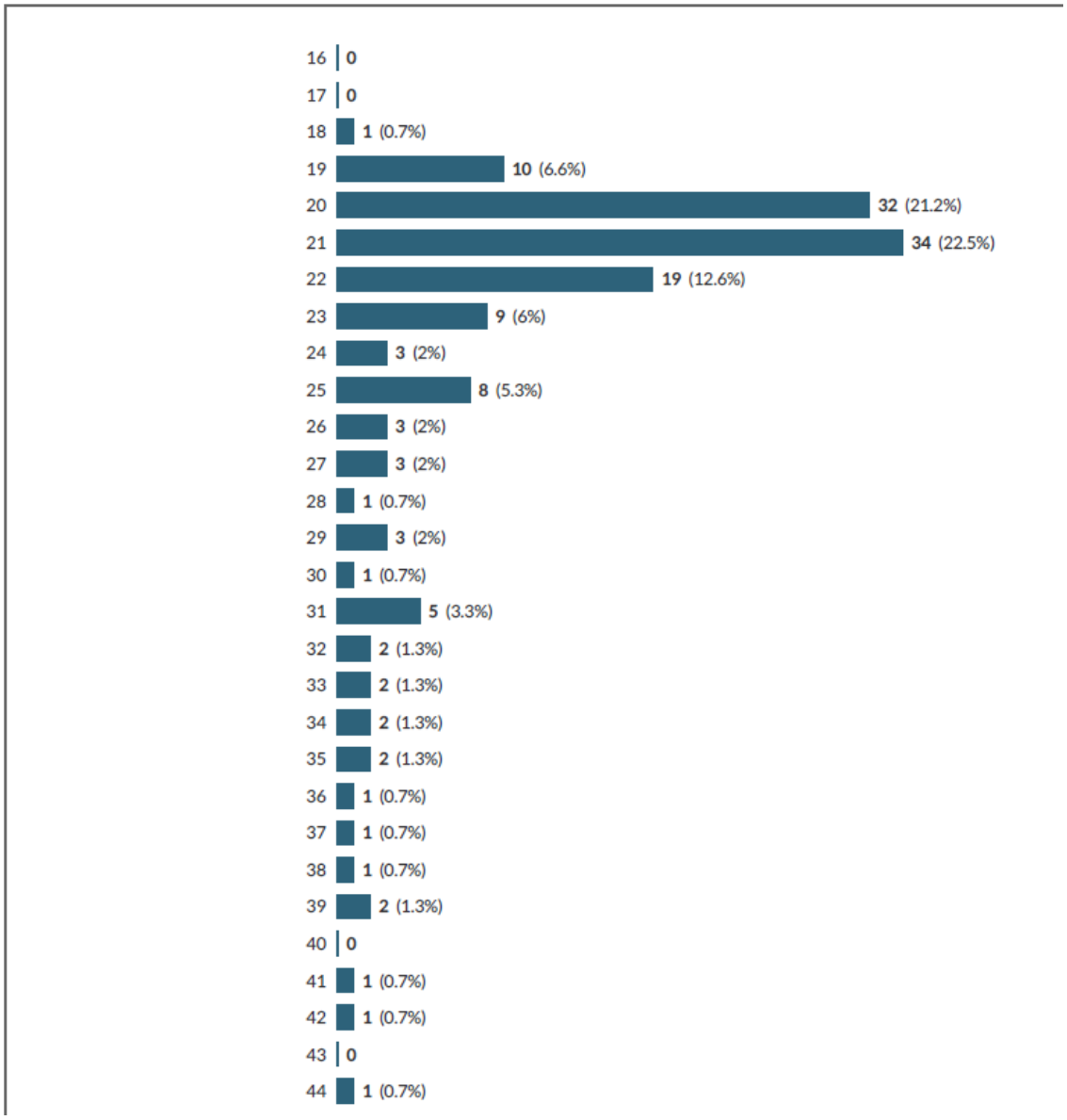


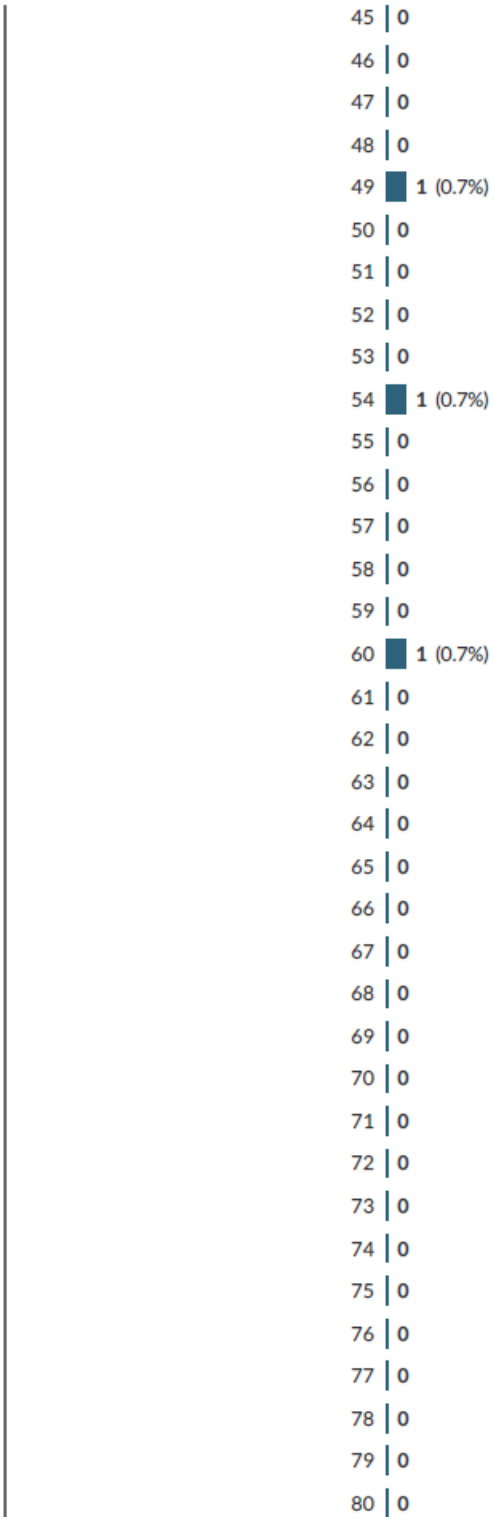
ɔout you

18 What is your gender?



19 What is your age?




45 0
46 0
47 0
48 0
49 1 (0.7%)
50 0
51 0
52 0
53 0
54 1 (0.7%)
55 0
56 0
57 0
58 0
59 0
60 1 (0.7%)
61 0
62 0
63 0
64 0
65 0
66 0
67 0
68 0
69 0
70 0
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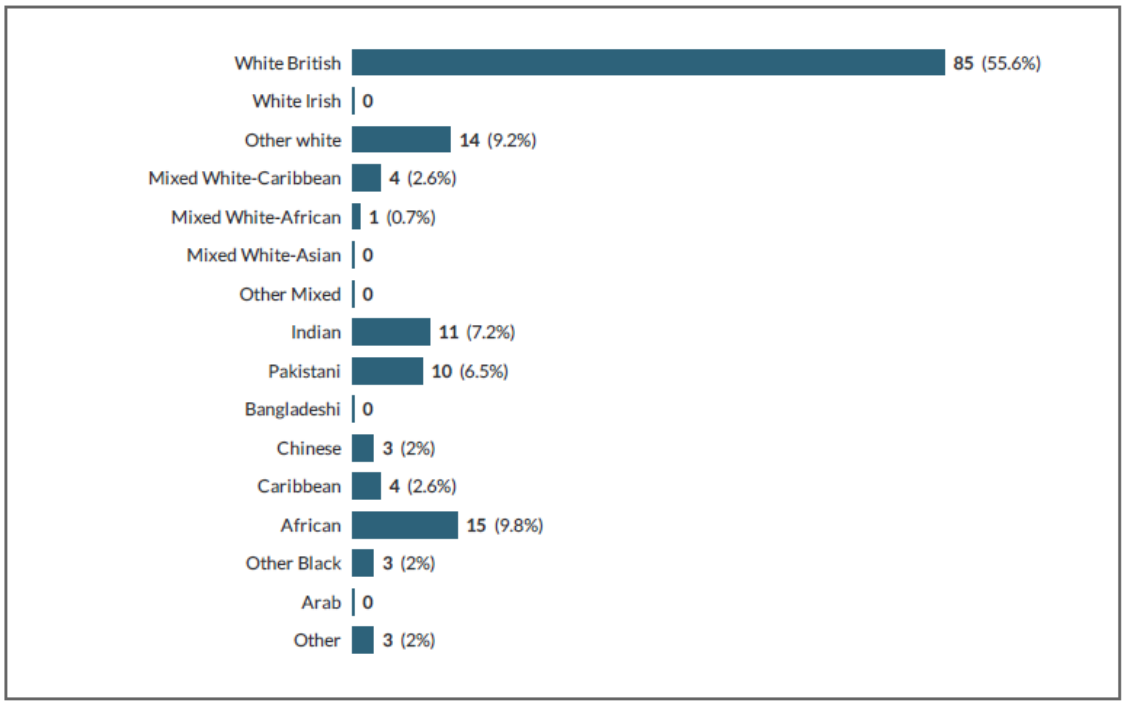
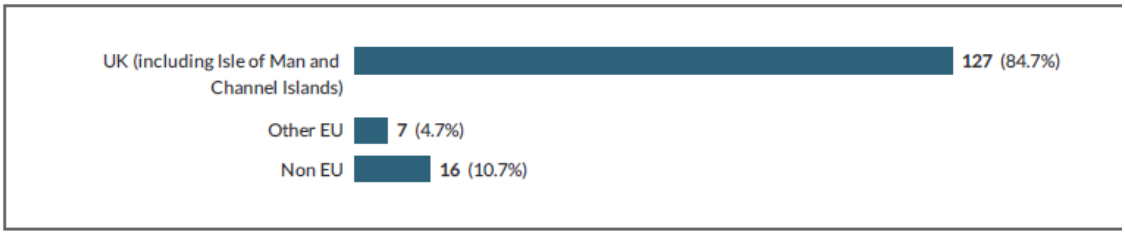
76 0
77 0
78 0
79 0
80 0

20 What is your ethnic group? Please click on one option below



21 For fees purposes, is your normal place of residence registered as:



22 What is the postcode or area you live at when you are studying at the university?

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B29 6ES	61910-61904-5067764
b16 0rp	61910-61904-6576493
b756sp	61910-61904-7106117
B16	61910-61904-7214415
b16	61910-61904-7214545
B17 0QP	61910-61904-7214333
B16 9BJ	61910-61904-7215794
WS4	61910-61904-7216597
B37 5DB	61910-61904-7216818
B1 2EL	61910-61904-7218479
Sutton Coldfield	61910-61904-7219603
DY9 0SD	61910-61904-7219897
B1 2JX	61910-61904-7220145
B4 7DR	61910-61904-7220735
B14 6NJ 6nj	61910-61904-7220747
B706DY	61910-61904-7222997

DE14 1QS	61910-61904-7225002
B24 9SJ	61910-61904-7225408
b71 1ag	61910-61904-7225589
b20 3qy	61910-61904-7225429
b4 7dr	61910-61904-7225438
B4 7XE	61910-61904-7226940
B32 1ND	61910-61904-7227696
Moseley	61910-61904-7229663
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WS3 1QA	61910-61904-7232915
B4	61910-61904-7236697
B14	61910-61904-7245148
B21 9JH	61910-61904-7242966
B42	61910-61904-7251040
b5 7pf	61910-61904-7253953
Great Wyrley	61910-61904-7254353
b42	61910-61904-7258234
b664sh	61910-61904-7258968
B36	61910-61904-7259238
B296BP	61910-61904-7259733
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B20 2JP	61910-61904-7265550
B20 2QQ	61910-61904-7266001
ws4 1sa	61910-61904-7284453
B4 7EW	61910-61904-7284511
b47XE	61910-61904-7286684
B1 3RB	61910-61904-7287758
B5	61910-61904-7290370
B15 1QS	61910-61904-7293372
B4 7XE	61910-61904-7291766
CV5 6PF	61910-61904-7300433
B237YS	61910-61904-7300821
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B8 3TE	61910-61904-7305929
B42 2SU	61910-61904-7308217
b20 2jp	61910-61904-7309645
Oldbury	61910-61904-7311020
Birmingham	61910-61904-7317050
B74NJ	61910-61904-7348503
B42 2SU	61910-61904-7536083
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Brierley Hill	61910-61904-7546808
B19 3SJ	61910-61904-7546940
sy5 6rf	61910-61904-7547026
WV3 9AQ	61910-61904-7547439
B63 4RG	61910-61904-7549217
B16 9DP	61910-61904-7549806
CV2 1GD	61910-61904-7550359
B20 2SY	61910-61904-7551577
WS9	61910-61904-7552334
B9 5BE	61910-61904-7552350
B14	61910-61904-7552888
B422SU	61910-61904-7553259
B20 2NR	61910-61904-7554695
dy5 3ns	61910-61904-7554881
B13 8BE	61910-61904-7555331
B15 3au	61910-61904-7555597
WS12 4DB	61910-61904-7555590
B60 1JT	61910-61904-7556627
B16 0LR	61910-61904-7561701
B4 7XE	61910-61904-7565434
B15	61910-61904-7567296
B17 0HH	61910-61904-7586123
B30 2EB	61910-61904-7591301

B71 1AE	61910-61904-7624628
B16 0RX	61910-61904-7710321
B4 7DR	61910-61904-7718523
B66 4EJ	61910-61904-7718907
B20 2QQ	61910-61904-7740856
B45 0NQ	61910-61904-7753105
SY3 8BS	61910-61904-7818546
b34 7jl	61910-61904-8033739
B32 2NT	61910-61904-8038730
B322NT	61910-61904-8038729
B36 0TA	61910-61904-8045860
B36	61910-61904-8076706
SN11 9UR	61910-61904-8156668
B19 3sj	61910-61904-8187729
B42 1SU	61910-61904-8187809
b31 1uq	61910-61904-8188009
Wolverhampton	61910-61904-8187986
B5 5JR	61910-61904-8189934
B33 9DZ	61910-61904-8190140
B19 3LE	61910-61904-8190269
B4 7XE	61910-61904-8190399
WS5	61910-61904-8191087
b34	61910-61904-8195138
B5 5JR	61910-61904-8209975
b20 1ns	61910-61904-8210537
B14 7SD	61910-61904-8236316
B29 6HE	61910-61904-8246062
OX16 0RF	61910-61904-8249431
b169dr	61910-61904-8249524
B13 0PL	61910-61904-8295338
B17 0la	61910-61904-8371109
B5 5JF	61910-61904-8371084
B30 1TG	61910-61904-8371228

B5 7aj	61910-61904-8371225
b1 3ap	61910-61904-8371091
B19 2BP	61910-61904-8371576
B249ST	61910-61904-8371469
B4 7XE	61910-61904-8371578
B296BP	61910-61904-8371635
B4 7XE	61910-61904-8371662
Chelmsley Wood	61910-61904-8371697
B120ND	61910-61904-8371696
b68 9hn	61910-61904-8371856
b46nb	61910-61904-8372189
B296te	61910-61904-8372879
B20 3ER	61910-61904-8373202
wv6 8nz	61910-61904-8376990
B42 2SU	61910-61904-8384724
b11 4HA	61910-61904-8385065
B19 3SJ	61910-61904-8404590
B23	61910-61904-8405039
B20 3HA	61910-61904-8405335
Wolverhampton	61910-61904-8405600
B42 1SW	61910-61904-8406683
b4 7xe	61910-61904-8406956
B36	61910-61904-8372037
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B42 2SU	61910-61904-8432964
B12NW	61910-61904-8444264
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B4 7EW	61910-61904-8478558
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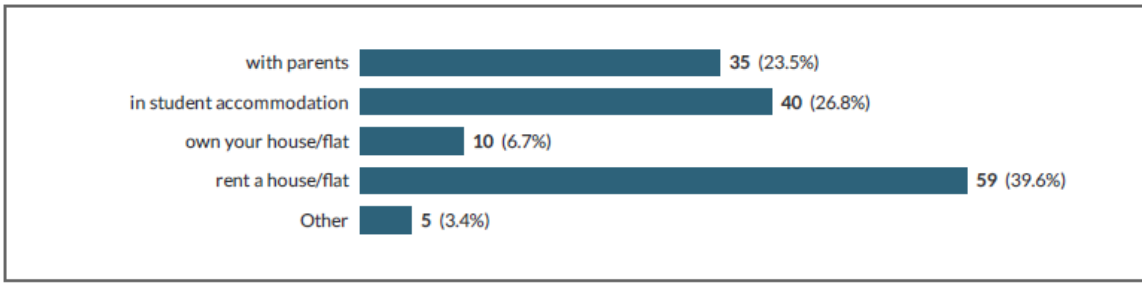
b16	61910-61904-8548446
b9 4jf	61910-61904-8554225
B16 0LW	61910-61904-8585876

23 When studying at university do you live



23.a If you selected Other, please specify:

Showing all 5 responses	
with spouse	61910-61904-7214333
with grandparents	61910-61904-7222997
The house of the person I am paid to care for	61910-61904-7300433
With my sister	61910-61904-8076706
Hotel	61910-61904-8156668

Emails to students **Appendix 4**

Email sent to students on 17.5.15 to ask them to complete online survey

Good morning,

Please help us with some research to try and discover the impact of your employment at the university on your learning.

The attached survey will only take 4/5 minutes to complete, but it will provide us with some excellent data that will guide us as we seek to improve the way in which the University supports working students.

I hope you feel able to complete the survey (it really will only take 4/5 minutes)

Please click this link to access the survey https://bcu.onlinesurveys.ac.uk/the-working-student-2015

Many thanks for your time

Luke Millard *PFHEA*

Head of Student Engagement
Centre for Enhancement of Learning and Teaching
Birmingham City University
University House
15 Bartholomew Row
Birmingham
B5 5JU

The working student 2015

Page 1: The working student at Birmingham City University

Welcome

This survey seeks to discover how and why students undertake work alongside your full-time studies and the impact this has upon your studies and life in general.

This work is being undertaken as part of an educational research project within an Educational Doctorate. The findings will also be used to inform the future work of OpportUNIty student jobs on campus and the Centre for Enhancement of Learning and Teaching which seek to better support student engagement across the University.

Your responses are anonymous and all data will be held securely on the Bristol on line survey servers.

Many thanks for your participation.

The questionnaire should take **around 5 minutes** to complete.

When you arrive at the final 'thank you' page, you will know that your responses have been recorded on our database.

Once you click 'continue' you will be directed to the first section of the survey.

Page 2: Employment schedule and routine

Note that once you have clicked on the **Continue** button at the bottom of each page you can not return to review or amend that page

Employment information

1. On average, how many hours of paid work do you undertake per week at the University?

- ○ 1-5
- ○ 6-10
- ○ 11-15
- ○ 16-20

2. Do you have additional paid employment outside of the university? If so how many hours do you work on average per week?

- ○ 1-5
- ○ 6-10
- ○ 11-15
- ○ 16-20
- ○ Not applicable

3. What is the postcode or area for the place you work at outside of the university? (e.g. B42 2SU or Perry Barr)

4. What type of paid work do you undertake outside of the university?

4.a. If you selected Other, please specify:

5. Do you also undertake any voluntary or caring work? If so how many hours per week on average?

- ○ Not applicable
- ○ 1-5
- ○ 6-10
- ○ 11-15
- ○ 16-20
- ○ 21+

Your study habits

6. On average, how many hours per week of study do you undertake at the university (classroom, library, study groups etc on campus)?

- ○ 1-10
- ○ 11-20
- ○ 21-30
- ○ 31-40
- ○ 41-50
- ○ 50+

7. On average, how many hours per week of study do you undertake away from the university campus?

- ○ 1-10
- ○ 11-20
- ○ 21-30
- ○ 31-40
- ○ 41-50
- ○ 50+

8. Where do you learn and/or study most effectively?

- ☐ Classroom
- ☐ Library
- ☐ at home

- ☐ in the workplace
- ☐ other

8.a. If you selected other, please tell us where you learn

Page 3: Employment motivations

attitudes, motivation and identity

9. What is your primary motive for working on campus at BCU?

9.a. If you selected Other, please specify:

10. As a result of working for the University.....

	strongly agree	agree	don't know	disagree	strongly disagree
I have a better relationship with staff than if I were only a student	☐	☐	☐	☐	☐
I work harder at my academic studies	☐	☐	☐	☐	☐
I am more likely to ask questions of my lecturers	☐	☐	☐	☐	☐
I am more understanding of the university (if things are not perfect on my course)	☐	☐	☐	☐	☐
I am more motivated to succeed at the university	☐	☐	☐	☐	☐

I feel like I belong more at the University than if I were just a student	☐	☐	☐	☐	☐
I am more satisfied with my university experience	☐	☐	☐	☐	☐

11. When you are undertaking your paid employment at the university do you feel that you are

11.a. If you selected Other, please specify:

12. As a result of working for the University.....

	strongly agree	agree	don't know	disagree	strongly disagree
My time management skills have improved	☐	☐	☐	☐	☐
I am better at prioritising my work	☐	☐	☐	☐	☐
I am better organised	☐	☐	☐	☐	☐
My confidence has grown	☐	☐	☐	☐	☐
I have talked to my university work colleagues about my academic studies and gained support or advice from them	☐	☐	☐	☐	☐
I spend more time studying on campus	☐	☐	☐	☐	☐

13. How do you think the University should recognise the skills you develop during your employment?

14. As a result of working for the University.....

	strongly agree	agree	don't know	disagree	strongly disagree
I have less time to study	☐	☐	☐	☐	☐
I am unable to participate in other university activities (clubs) that I feel that I would like to	☐	☐	☐	☐	☐
I feel isolated from other students on my course	☐	☐	☐	☐	☐
I think it will have a negative impact on my academic results	☐	☐	☐	☐	☐

Page 4: Course information

About your course

15. What course are you studying at university? e.g. BSc Nursing or BA Fine Art etc
Optional

16. **What are you currently registered as?**

- Full-time student
- Part-time student

17. **Which year of your course are you currently in?**

- 1
- 2
- 3
- 4
- 5
- 6
- 7+

Page 5: About you as a student

About you

18. **What is your gender?** *Optional*

- Male
- Female
- Prefer not to say

19. **What is your age?**

20. What is your ethnic group? Please click on one option below

- White British
- White Irish
- Other white
- Mixed White-Caribbean
- Mixed White-African
- Mixed White-Asian
- Other Mixed
- Indian
- Pakistani
- Bangladeshi
- Chinese
- Caribbean
- African

- Other Black
- Arab
- Other

20.a. If you selected Other, please specify:

21. **For fees purposes, is your normal place of residence registered as:** *Optional*

- UK (including Isle of Man and Channel Islands)
- Other EU
- Non EU

22. What is the postcode or area you live at when you are studying at the university?

23. When studying at university do you live *Optional*

- with parents
- in student accommodation
- own your house/flat
- rent a house/flat
- Other

23.a. If you selected Other, please specify:

Page 6: Thank you

Thank you very much for taking the time to complete this survey. Your answers have now been recorded. We will be in touch shortly with all students who work for OpportUNIty student jobs on campus, to see if you would wish to be involved in a further discussion about the working student and what we can learn from you to improve what we do as a University.

Thanks again

Consent form Appendix 7

Exploring student perceptions of student employment

Information about this research

What is it about?

This research aims to explore how students from a range of disciplines conceptualise student employment on campus and how this impacts on their learning, the institution and beyond.

Why are we doing it?

Student employment is a high profile topic in higher education with multiple drivers, which are not always acknowledged or clearly articulated. Despite the increased discourse around student employment, little attention has been paid to the way in which it is conceptualised at the individual level, and how that may influence practice.

Through hearing your views we will gain a more nuanced understanding of how students conceptualise student employment, to inform the discourse and development of models both within and outside of the university.

What does it involve?

We would like to invite you to participate in a focus group to share your perceptions. The interview will be scheduled at a time convenient for you and will be carried out by Luke Millard. The interview will last between 1 and 1.5 hours.

How will my information be used?

All information that you provide will be anonymised before analysis. Only the core research team will have access to the raw data from the interviews. Where individual quotes are used in publications and presentations a pseudonym will be used.

The research has been approved by BCU's Faculty of Health, Education and Life Sciences Ethics Committee and is aligned with guidance on research ethics provided by the British Educational Research Association (https://www.bera.ac.uk/researchers-resources/resources-for-researchers).

You will be given the opportunity to attend a focus group to discuss the early synthesis and analysis of findings and will be kept informed of any publications and presentations resulting from the research.

Who are the researchers?

Luke Millard is Head of Student Engagement at the Centre for the Enhancement of Learning and Teaching at BCU luke.millard@bcu.ac.uk

If you have any questions about the research please context the researcher will be glad to discuss it with you.

Participant consent form

I confirm that I consent to participate in this research. I have read the information about the research described above. I have had opportunity to ask questions about this and have had any questions answered satisfactorily.

I understand that my participation is voluntary and that I am free with withdraw at any time, for any reason, at which point all information I have provided will be deleted.

I understand that my rights to anonymity and confidentiality will be respected, and that I will not be identified in any way in reports, documents or presentations resulting from this research.

I agree to the interview being recorded on a digital audio device, and that my concept map will be photographed. I understand that the audio recording will be transcribed by a third party transcription service before analysis.

Signature of participant _____

Signature of researcher _____

Date _____

Faculty of Education, Law and Social Science Approved Ethical Procedures 2011-12

Guidance

This document provides guidance to the securing of ethical approval in relation to research projects that use human subjects. It relates to all research work carried out under the auspices of the Faculty of Education, Law and Social Science (ELSS) whether this is to be undertaken by undergraduate or postgraduate students or by members of staff.

Within ELSS the Faculty Academic Ethics Committee (FAEC) considers ethical issues and reports to Faculty Board and to University Academic Ethics Committee. FAEC has membership from across ELSS schools and departments. FAEC will consider proposals at regular intervals during the academic year at times that align with the needs of taught programmes. Proposals requiring scrutiny between scheduled meetings will be considered by Chair's action and will be reviewed by the Chair and at least one other member of FAEC, additional meetings of FAEC will be convened where this is deemed to be appropriate.

All researchers are advised to consider the ethical guidelines set out by the body relevant to research in their discipline. In ELSS this will usually mean one of the following:-

The British Educational Research Association – ethical guidelines located at www.bera.ac.uk/guidelines.html

The British Sociogical Association – statement of ethical practice located at http://www.britsoc.co.uk/NR/rdonlyres/801B9A62-5CD3-4BC2-93E1-FF470FF10256/0/StatementofEthicalPractice.pdf

The British Psychological Society ethical code of conduct located at http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm

The British Society of Criminology code of ethics located at http://www.britsoccrim.org/codeofethics.htm

The Political Studies Association information at http://www.psa.ac.uk/AbtPSA

Categories

The key responsibility of all those involved in research is to protect participants from any harm that may arise within the research process. Harm to participants may take the form of stress, which is induced by the topic or setting of the research, loss of self esteem, psychological or physical harm. As a general rule, researchers should do their best to ensure that participants will not be exposed

to risks that are greater than or additional to those they would encounter in their everyday lives.

Working with human subjects will fall into one of two categories:

Definition: Category A Proposals

In a category A proposal there will be no severe or significant interference with the participants' psychological or physical wellbeing. The subjects will not be considered vulnerable to the procedures or topic of the project proposed. Where the topic of research is sensitive there is always a possibility that a questionnaire or interview may cause distress. However, if the participants have given informed consent; are aware that they can refuse to answer any questions; are aware that they may withdraw from the research at any time - then the proposal may remain 'category A'. Proposals may involve access to confidential records provided that the investigator's access to these is part of her/his normal professional duties.

It is envisaged that most under-graduate research will fall into this category.

Definition: Category B Proposals

In a category B proposal there is likely to be significant physical intervention between the researcher and the participants. Such intervention is most likely in ethnographic studies where there will be prolonged contact between the parties involved. However, where the circumstances are such that the participant/s may be unable to understand the implications of participation, or indeed where the methods and content of the research are deemed likely to increase participants' vulnerability, a 'category B' proposal may include research proposals which involve the administering of questionnaires or in-depth interviews .

Procedures

i) Research undertaken by students

Students undertaking research will have a project or dissertation supervisor. For the purposes and convenience of this document, these are all referred to collectively as "supervisor". The student is referred to as the "researcher" to cover all categories and stages of research ability.

The following flow of activity applies:

1. The researcher applies to carry out research involving human subjects at undergraduate or postgraduate level, using the "Ethical Approval Request" form (see Appendix 1).

2. The supervisor recommends the appropriate category (A or B, see above) for consideration of the ethical issues (or if unsure, seeks advice from their school representative/s on the Faculty Academic Ethics Committee).

3. The researcher follows guidance given for category A or B (see above) of ethical approval.

4. The supervisor will give ethical approval for category A proposals. Category B proposals must be considered by FAEC and should be forwarded to the FAEC secretary (Judith Timms) by the supervisor on behalf of the researcher.

5. If required, the researcher applies for an Enhanced Disclosure Certificate from the Criminal Records Bureau. Where a researcher already has an Enhanced Disclosure Certificate, the researcher must be prepared to permit the supervisor (for category A projects) or the chair of the ethics sub-committee (for category B projects) to see the original certificate (i.e. not a photocopy). If the certificate was gained at a place of previous employment or study, the researcher will be required to apply for a new certificate, unless the date of issue of the original was within four months of the application for ethical approval.

6. After approval has been given at the appropriate level, the researcher may begin working. Fieldwork must not be commenced prior to approval being given.

ii) Research undertaken by members of staff

The following flow of activity applies:

1. For a category A proposal (see above), the member of staff applies to the chair of FAEC for approval to carry out research involving human subjects by using the "Ethical Approval Request" form (see Appendix 1). Where there is uncertainty about the category to be granted, the FAEC will assist.

2. For category B proposals members of staff must gain approval from FAEC and the request should be forwarded by the member of staff to the chair of FAEC.

3. Where appropriate, a member of staff must have an Enhanced Disclosure Certificate from the Criminal Records Bureau if human subjects are to be part of the research proposal. The member of staff must be prepared to permit the chair of FAEC to see the original certificate (i.e. not a photocopy).

4. After ethical approval has been given, the researcher may begin working. **Fieldwork must not be commenced prior to approval being given.**

5. Staff members submitting bids (for research or knowledge transfer activity) to external funding agencies must secure ethical approval from FAEC **before** submission of the bid to the funding body.

Human subjects

Care and consideration for those involved must always be at the forefront of any research activity. This is of particular importance when dealing with young people below the age of 18 years and vulnerable adults.

Definition: Vulnerable Adults

All of us are vulnerable at different times in our life. Bereavement, illness, social or work pressures may render us vulnerable. It is important whilst conducting research to proceed with respectful awareness and care in dealings with participants. To run a robust, ethically principled research project the researcher will need to remain vigilant and will need to monitor participants' welfare, seeking relevant guidance and assistance when in need of support.

The regulations contained within the Police Act (UK 1997) give a three-part definition of a vulnerable adult (see A – C below). For the purposes of conducting research under the auspices of ELSS, a fourth category has been added (D below). A vulnerable adult will be over the age of eighteen years and will fall into one or more categories.

A – Services:
a) accommodation and nursing or personal care in a care home;
b) personal care or support to live independently in their own home;
c) any services provided by an independent hospital, clinic, medical agency or NHS body;
d) social care services;
e) any services provided in an establishment catering for a person with learning difficulties.

B – Conditions:
a) a learning or physical disability;
b) a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs,

c) a reduction in physical or mental capacity.

C – Disabilities:
a) a dependency on others to assist with or perform basic physical functions;

b) severe impairment in the ability to communicate with others;
c) impairment in a person's ability to protect themselves from assault, abuse or neglect.

D – Experiences:

a) bereavement, illness, social or work-related stress;
b) post-traumatic stress relating to war or other catastrophic events;
c) physical or psychological abuse, bullying, victimisation or sustained harassment;
d) experiences based on caste, religion, ethnicity, gender or other socially, culturally or politically structural situations, which may place some groups in chronically disadvantaged or vulnerable contexts;
e) the victim of crime;
f) an offender or ex-offender with experience of community or institutional punishment

This list may guide thinking about vulnerability but makes no claim to being exhaustive; neither does it assume that everyone who has these experiences is vulnerable at all times. It suggests that vigilant researchers should try to understand and empathise with people's circumstances and conduct their research activities with appropriate regard and respect for participants' actual or potential vulnerability.

In addition it should be recognised that:

(a) research activities may awaken latent vulnerability in others;
(b) a researcher's own vulnerability may, as a consequence, increase; and
(c) strategies for managing research activities need to be designed and supported, in some cases with the guidance and assistance of colleagues or others with relevant experience and local knowledge.

Proposals requiring ethical approval from more than one institution

There are some occasions when a researcher will be required to gain ethical approval from different institutions. Whilst this may appear to be over-cautious, the differing focus of each institution may mean that an important issue for one may not be covered by the other. When duplicate approval is required the ethical procedures for each body should be consulted and followed. If ELSS is the principal lead for a research proposal, then one of the conditions may be that ethical approval for collaborative partners may also have to be obtained. If ELSS is not the lead then a lighter touch may be taken provided that evidence of ethical approval from the other body is presented to the ELSS FAEC.

Evidence of ethical approval

The original copy of the signed form should be sent to the secretary to FAEC, supervisors should also keep a copy and may choose to pass a copy to the student. **If for any reason after ethical approval has been granted the research proposal changes significantly the student must immediately inform and seek advice from their supervisor**.

Appeals

Students and staff have the right to appeal a decision made by FAEC. Appeals will be considered in the first instance by a full, quorate meeting of FAEC.

Request for Ethical Approval

Section 1 – to be completed by the researcher

Full name	Luke Millard
Module number and title (student researchers only)	EdD Research
Research Proposal title	The working student: an investigation into working students' attitudes and motivations towards student employment and the impact upon student learning habits
Funding body applying to if applicable	n/a
Brief outline of proposal (including research questions where appropriate) You are also asked to submit with your application copies of any questionnaires, letters, recruitment material you intend to use if these are available at the time of requesting approval	Over 1000 students each year undertake on campus employment within Birmingham City University. In addition, research (NASES & NUS 2012) shows that the majority of other students find work elsewhere. As Perna (2010) states institutions continue to fail "*to recognise that higher education is generally not the primary life environment of working students*". This study will explore whether the full-time student still exists at this University and potentially recognise that a university education only plays part of the busy life of a student in 2015. The research questions that will form the foundation of my research are: • What are the characteristics of student employees at Birmingham City University? • Why do students seek employment on campus?

	• What impact does student employment have on student learning habits? In particular, I propose to undertake a study of students involved in student employment activities at Birmingham City University. It will explore their attitudes and motivations towards student employment on campus whilst also uncovering the variety of external impacts that challenge the standard perception of a full-time student. I will build upon learning from the pilot study conducted last year and create a survey with four sections: • Student information – ethnicity/socio-economic/course/campus • Working schedule – university and external employment • Student attitudes/motivations/identity • Student learning habits The implications for Universities from this study will lie in the questions that arise about how they might need plan to change processes, structures and curricula to recognise the fact that a significant proportion of full-time students operate as part-time students.
Level of research, e.g. staff, undergraduate, postgraduate, master's (award related), MPhil, PhD	EdD
Please outline the methodology that would be implemented in the course of this research.	This study will take an inductive approach and will focus upon the individual behaviours of students towards employment and study. It will utilise a broadly qualitative basis that will encompass a quantitative/qualitative survey across students who work at the university together with a more detailed qualitative study utilising focus groups. Therefore this study will be conducted from an interpretative paradigm as highlighted by Cohen et al (2000: 22) who suggested that '*Interpretative approaches, on the other hand, focus on action. This may be thought of as behaviour with meaning; it is intentional behaviour and as such future orientated*'.

The research will embrace a post-positivist standpoint. Ryan (2006: 13) identifies that '*Post-positivist research principles emphasise meaning and the creation of new knowledge*' and that it supports research into social movements and changing social status in a world where theory and practice cannot be kept separate. A purely positivist approach for my research was rejected as this more scientific approach is viewed as inadequate when it comes to investigating and learning about how people live and view the world and how they might change behaviours.

Ryan suggests that post-positivist values in research '*emphasise multiplicity and complexity as hallmarks of humanity*'. This is confirmed by Creswell (2009:7) who suggests that post-positivists reject the traditional notion of the absolute truth of knowledge when studying the actions and behaviours of humans. Henriques e al (1998, xviii) talk of placing the '*emphasis on meaning, seeing the person, experience and knowledge as 'multiple, relational and not bounded by reason*'.

Richie and Rigano (2001:744) state that post positivist researchers '*strive to engage in social construction of a narrative with our participants. In this way we hope to activate the respondent's stock of knowledge*'. Through drawing upon this approach within the focus groups I hope to be able draw out the reasoning behind why students work alongside their studies and the benefits or costs they perceive.

Methodologically there is an element of action research within this proposal as the '*emphasis is on seeking information on the attitudes and perspectives of practitioners in the field*', Gray (2009: 30). The research is investigating an issue of educational and social change that should have significant impact on organisational change within Universities. Due to my involvement in the creation of student employment opportunities at the University and my place in the University it would appear that I am adopting an insider action research approach.

As I work with and employ some of these students I will follow particularly the approach of Wolcott (1990: 19) '*We regard ourselves as people who conduct research among other people, learning with them, rather than conducting research on them*'.

The research questions that will form the foundation of my research are:

- What are the characteristics of student employees at Birmingham City University?
- Why do students seek employment on campus?
- What impact does student employment have on student learning habits?

The research will target those 1500 students that are employed by the BCU OpportUNIty student jobs on campus service. It will investigate student attitudes and motivations to this work on campus and also employment they experience elsewhere through a quantitative survey administered through Bristol on line surveys. I will gain access to these students through the service that runs the programme (OpportUNIty student jobs on campus) as it supports the work I am undertaking and seeks to better understand the students they employ.

After the findings of the survey have been analysed a series of semi-structured discussions will take place with focus groups of students, who self-identify within the survey, to further explore issues that have arisen from the survey results.

Timeline: I will seek to follow a timeline of:

January 2015	9R and Ethical approval
January/February	Finalise questionnaire design
March/April	Survey delivery to students
May/September	Analysis of outcomes and identification of focus groups participants
June/October	Operate focus groups
June to December	Undertake literature review
January 2016	Submit draft chapter on literature review to Director of Studies

	May 2016 Submit draft chapter on results and analysis to Director of Studies September 2016 Submit draft chapter on methodology to Director of Studies January 2017 Submit remaining draft chapters
Please indicate the ethical issues that have been considered and how these will be addressed.	All responses to the survey will be anonymous. The research will utilise Bristol on-line surveys to conduct the survey. Students who complete the form will be asked to leave their email address if they are willing to collaborate on any further investigations. This further work would take the form of interviews or a focus group to further investigate issues raised by the survey data. The nature of this intervention will be designed with my supervisors
Please indicate any issues that may arise relating to diversity and equality whilst undertaking this research and how you will manage these.	I do not anticipate any such issues. The student population that will be surveyed all work within the university and will be contacted through their staff email addresses. They will determine if they complete the survey or not.
Please indicate how participants will be de-briefed about their involvement in the research process and or provided with opportunities for reflection and evaluation	The online survey will thank students for their participation and ask if they would be willing to participate in further debate around the issue. Students who choose to be further involved will receive headline data from the research as part of the further discussions that may take place. Initial data will also be utilised by the University and Students' Union when appropriate. The Opportunity Jobs on Campus service will be provided with similar generic headline data about student attitudes and motivations so that they can continue to improve the service and opportunities for our students.
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Please answer the following questions by circling or highlighting the appropriate response:

1. Will your research project involve young people under the age of 18?

YES **NO**

If yes, do you have an Enhanced Disclosure Certificate from the Criminal Records Bureau?

YES **NO**

2. Will your research project involve vulnerable adults?

YES **NO**

3. For which category of proposal are you applying for ethical approval?

Category **A** **B**

High level summary of survey data Appendix 9

There were 153 survey responses from students employed through the OpportUNIty jobs on campus service (40% response rate from 384 students surveyed). For ease of reference and in order to provide one source of the key information a summary of outcomes is provided in the following table.

Contextual information	• *All faculties represented - ADM highest number of students (31%)* • *39% rent private accommodation, 26% live in students' halls, 24% live at home* • *University jobs – 50% of students work less than 5 hours per week at university* • *54% of students also have a second job alongside their university one* • *25% of students also undertake some volunteering work* • *Students say the motive for working at university – skills development (52%), the money (31%), to give something back (14%)*
Study habits	• *69% of students' study less than 20 hours per week on campus* • *82% of students' study less than 20 hours per week off campus* • *Students learn most effectively at home (37%) or in the library (30%). The classroom rates third (20%)*
Relationship with university and study: because I work on campus I ….	• *have a better relationship with staff (86%)* • *work harder at studies (64%)* • *am more likely to ask questions (67%)* • *am more understanding of the university (80%)* • *am more motivated to succeed (76%)* • *belong more (89%)* • *am more satisfied (86%)* • *spend more time studying on campus (57%)*
Skills development	• *Time management skills improved (78%)* • *Better at prioritising work (77%)* • *Better organised (80%)* • *Confidence has grown (90%)* • *Talk to university work colleagues about studies (75%)*
The answer to the check question - students say they…	• *I have less time to study (24%)* • *I miss out on other university activities (11%)* • *I feel isolated from students on my course (3%)* • *It will have a negative impact on my academic results (5%)*