

Embedding Live Projects within the curriculum

an example of effective collaboration from
Huddersfield Business School

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Research context

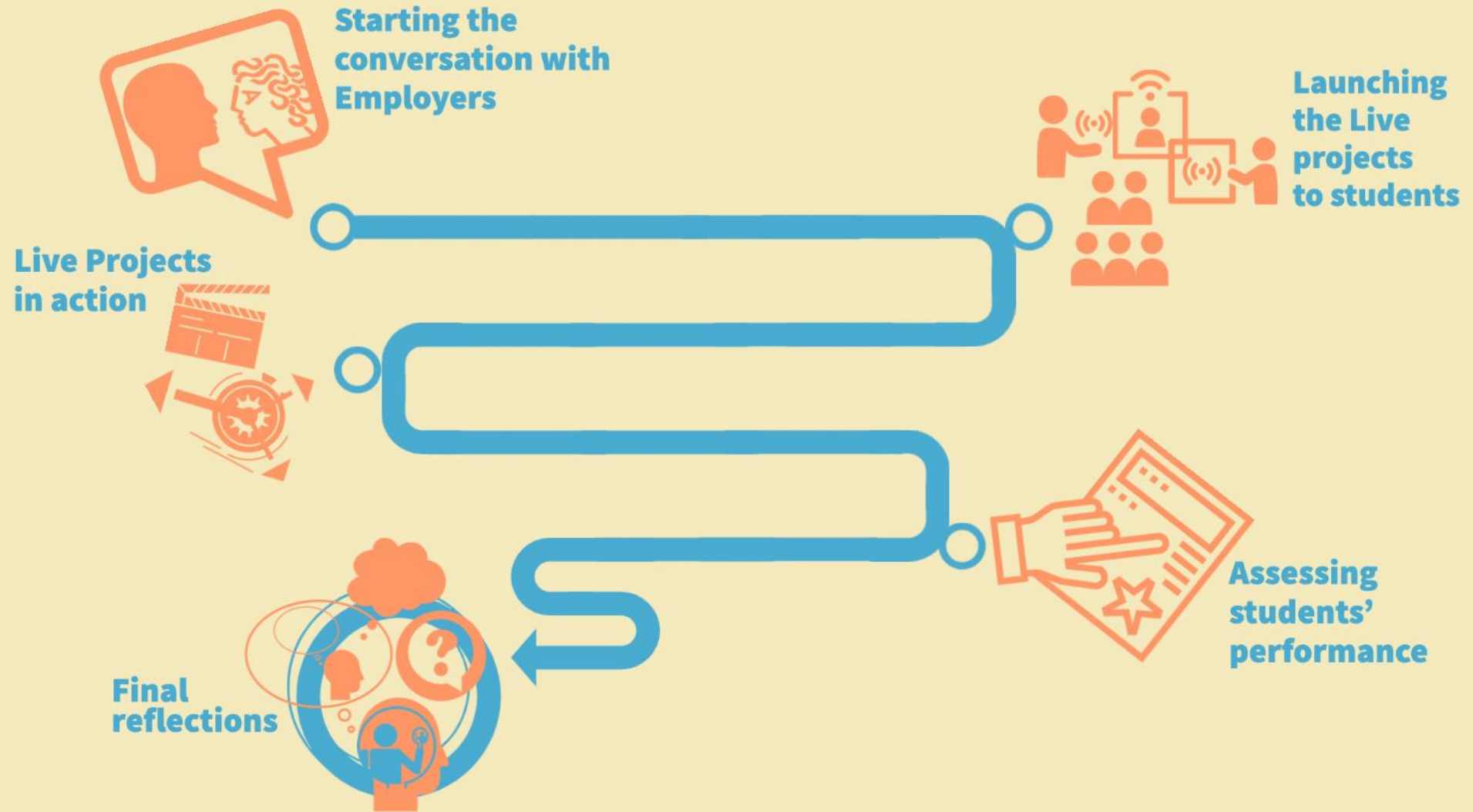
- Trend towards explicit focus on employability within course curriculum
- Now common to find core modules dedicated to employability
- But can we teach skills, knowledge and attributes in the classroom?
- Calls for alternative approaches
- Project-based learning is one method but much more to learn about external facing projects
- Important question: what are the challenges, enablers and outcomes of engaging employers in live projects in the curriculum?

(Belwal et al., 2020; Chavan & Carter, 2018; Clarke, 2018; Tymon et al., 2020)

Huddersfield Business School

- Business and Management Year 2 core module
- Personal Development and Employability
- 30 credits
- 150 students
- Focus around Live Projects
- Delivered in partnership with 5 employers







Starting the conversation with Employers

Talent pool engagement

Knowledge economy, GIG economy,
the workplace and workforce is
changing

Diversity

Academic and student perspectives,
insight & creativity

Employer of choice

How we engage with our community,
provide opportunity and attract fresh
talent

**the appeal
of working
with the
university.**



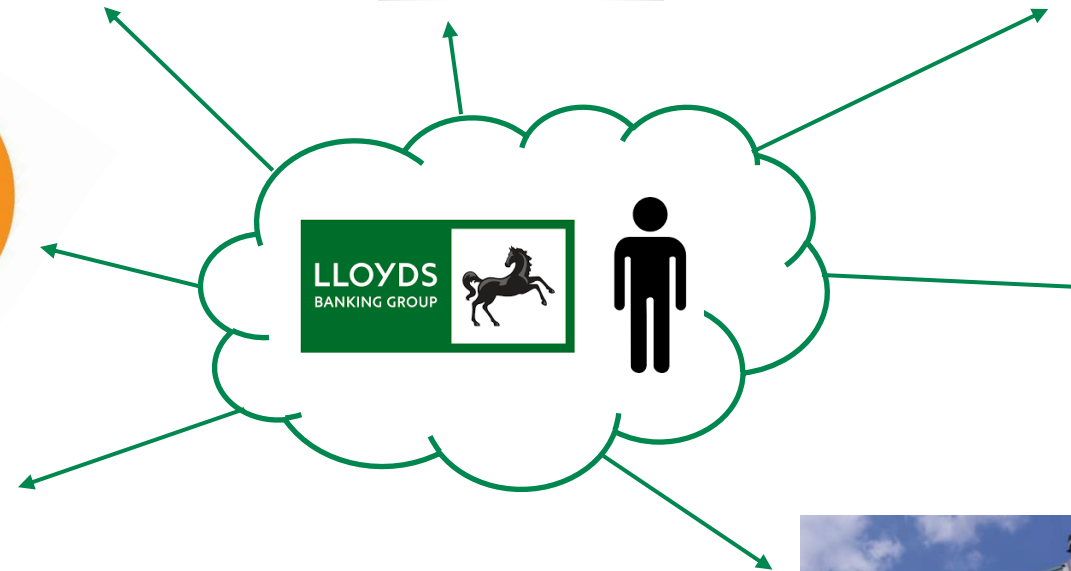
SimplyBiz



The Appeal Of Working With The University



University of
HUDDERSFIELD
Inspiring global professionals

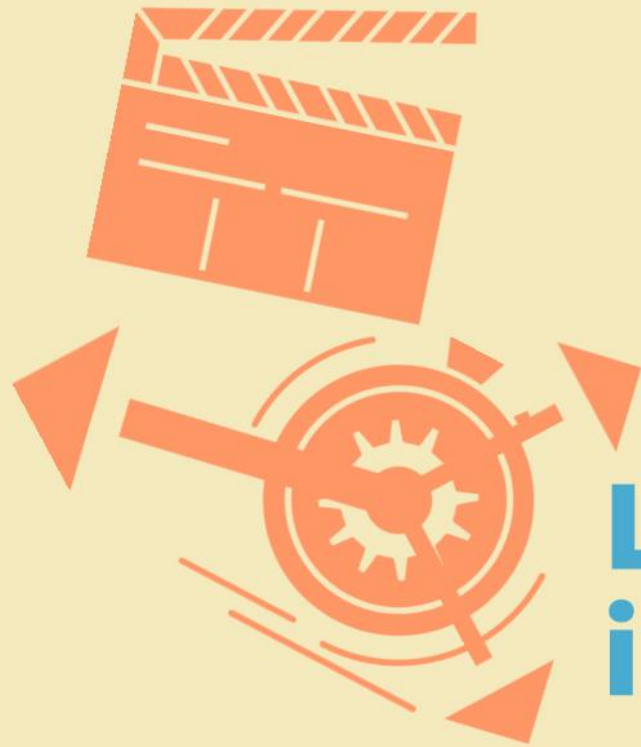




**Launching the Live
projects to students**

Key features of the approach

- **CURRENT:** employers identify current business priorities/problems/challenges
- **CHOICE:** students are offered 5 Live Project options and choose team
- **RELEVANCE:** Skills /attributes associated with each Live Project are highlighted
- **CONNECT WITH STUDENTS:** 'Talking heads' videos for students



**Live Projects
in action**

Multi-track approach

Student are:

- Self-organising
- Taking decisions
- Liaising with the employer
- Preparing outputs/presentations for the employer
- Meeting the deadlines

In the classroom we are providing inputs about:

- Problem solving/ critical thinking
- Information sourcing and application of models/theories
- Professional communication
- Emotional intelligence / team effectiveness
- Inter-cultural effectiveness



live project support

A short intro

about employability for me and SimplyBiz

The project brief

including a short video to add context

Scope

to think big!

Individual team time

for 60 mins video conferencing

Feedback

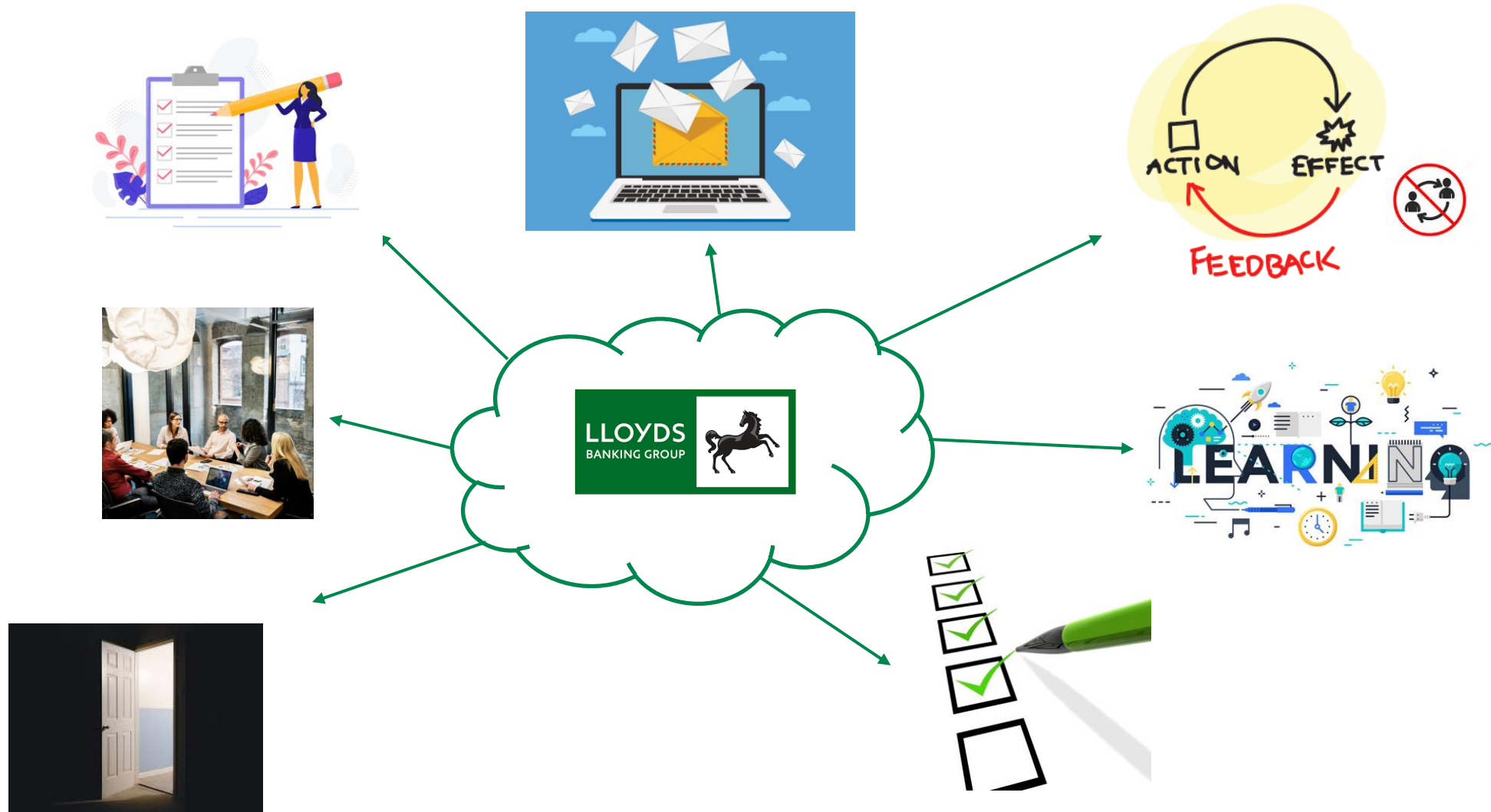
for all

Ongoing support

LinkedIn recommendations, guidance on CV's, interview practice

Experience Of Providing Support To Students

What was the experience of providing support to students as they delivered the live projects

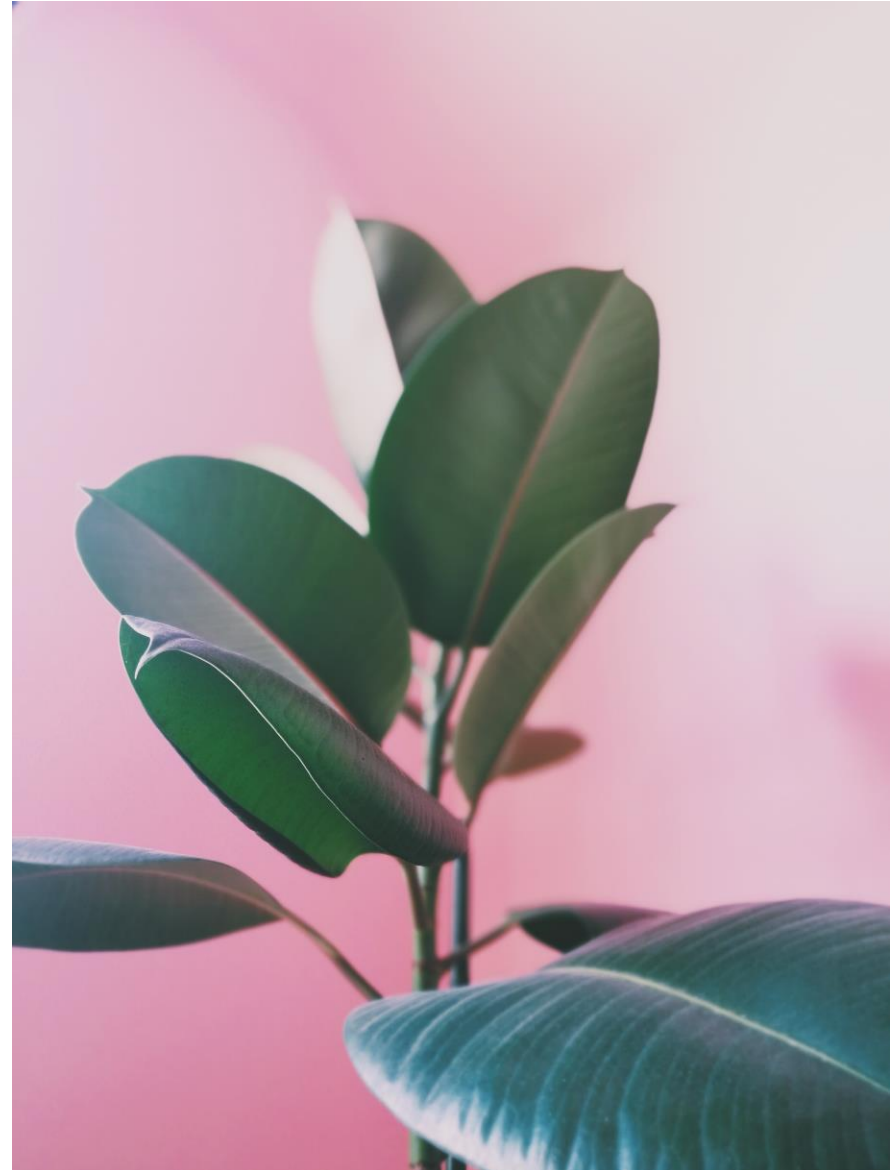


Assessing students' performance



Approach to assessment

- Meaningful and timely formative feedback from employers
- Employer's Award to celebrate Live Project performance
- Summative assessment based on reflective report (not achievements on the Live Project)
- Emphasis on using the Live Project experience for self-awareness, learning and future planning





**Final
reflections**

References and contact details

Belwal, R., Belwal, S., Sufian, A. B., & Al Badi, A. (2020). Project-based learning (PBL): outcomes of students' engagement in an external consultancy project in Oman. *Education & Training (London), ahead-of-print*(ahead-of-print)<https://10.1108/ET-01-2020-0006>

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