

Learning & Teaching @ Newcastle Podcast

More on placements, and study abroad with Dr Lee Higham, plus an introduction to Inspera digital assessment

Hello and welcome to Episode 9 of The Learning and Teaching, a Newcastle University podcast. My name is Ben Steel and I'll be your host for this week. In this episode, we have three sections. Firstly, Dr. Lee Higham is back to talk about placements. Lee has a series of conversations with students, academics and industry to talk a bit more placements and what the benefits are for our students. Lee also talks to Vicki Hedges and Katie Lavender about studying abroad and why students should consider studying abroad when they are here with us at Newcastle University. In our final section, Graham Redshaw-Boxwell from LTDS speaks to Magnus Svendsen Nerheim from the University of Bergen in Norway about the implementation of Inspera and digital exams. Inspera is new system here at Newcastle University and Magnus gives a great oversight how they used it in Bergen. In the first let's get back to these conversations about placements in this first section. Lee talks to Dave Stark from AkzoNobel. So AkzoNobel regularly take students from us to for placements and they start the conversation talking about why students should consider doing a placement.

Well, I think from a point of view of student and, you know, showing that you got experience when you finally graduate and go into the job market and having that year placement and experience on your CV, it speaks volumes. The student yourself get we'll get a lot of benefits from just working in a professional laboratory and getting a feel for the day to day what the job is like, what you're expected. I think I'd probably looking back at my university days it's a very different environment to work in an industry. And there's a lot more focus on things that you may not touch on as much in the university side of things, business. the day to day, HR of business and even down the budgeting. And obviously, if you know, the HSC is important in a university, but there's a there's a different dynamic to it in an industry. And so, you know, having that understanding of how industry works in terms of the lab and how you drive R&D to deliver and you know that that gives a massive benefit.

Now, they move on to the benefits to the actual business.

Talent, really. And you find a lot of there's a big R&D community here in Felling and a lot of people who have come through either the year placement or summer student placements. And they eventually find out that they like working for AkzoNobel They like the culture of action about the people that's at work here. They get a feel for the company itself and we get a feel for whether they fit into the culture of the company. And you'll see a lot of other people you find actually came through that route to eventually be able to.

Dave gave some great dos and don'ts for the interview.

So I think from an interview point of view and a CV point of view, it's really vital to know that the role you go in for the company. What is the what does the company do. You know I would say the chemistry at the university now, I don't remember. I'm very focussed in on the chemistry and associate with paints and that that aspect of it. And so, you know, we'd be

asking questions relating to the industry that we operate in. And so, you know, knowing what the company does and really and trying to figure out what, where, what would be the questions we would ask. You know, that's good prep for an interview. We will ask that question. What you know about AkzoNobel. It demonstrates to us that you you've taken the time to understand our company and what we do. And then we'll go into questions that are very, very much related to our business. So knowing having to think about what would be what would we be interested in terms of the potential technical questions. Taking examples, you know, not just from university but from other aspects of your life. You know, industry like any job we're looking for. For people who are broad characters, you know, they're not just technically good but fit within a team. You know, we're expecting and people operate as well in a team. So looking for examples, not just in university and what they hear hobbies and aspects outside of academia where you can show that you demonstrate teamwork, communication and, you know, getting that across in your CV, but also having the good examples when you come to interview. I personally like when an interviewer, interviewee comes with questions that, you know, they clearly want to understand better that the job itself fits them. So being clear that the route that they understand what they're applying for in the role fits what they want to do. And nobody wants to do a job placement that they don't enjoy. It's not I suppose it's worse than a than going for a job and having a job. You can resign on that one. It's not easy to get committed to 12 months.

Here are some dos and don'ts about preparing your CV.

You don't want to be too long winded. You want to make sure that your CV is tailored to the role you are applying for. You might want to have a number of CVs that help you down the different career paths that are tailored to hit the real key message when it comes to the role you're trying to apply for. Talking to other people, our careers service and the program directors. This message of a scatter gun approach where it's kind of copy and paste is a big turnoff. If the CV gets too long winded and looks exactly the same as everybody else's, you imagine we get a lot of CVs for an application. It's quite laborious to go through, so reasonable it will blend into one. If you don't, you don't pick out key things. So you know we're looking through that CV, looking for key messages that, you know, experience. So if you plan for a job and analytical, I'm looking for whether you have analytical to experience it. You've had it expand to use and keep it to analytical equipment so you know the rule. You'd be surprised how many people come for an interview and forgotten what job gives the platform. So that's a good tip. Remember which jobs you apply to will be open.

Now, Lee talks to Jamie Sample, who is a returning student from a placement in this short snippet. Jamie gives us an overview of what it's like to learn in the real world and not just the classroom. Was it difficult to adjust?

So I was an analyst at Stone. So I was testing the chemicals that were being produced by the plants. Testing the purity, testing their appearance make sure they are what they were supposed to be. All to CGMG standards, current good manufacturing practice guidelines. So on The Daily I was completing GC analysis, gas chromatography and L.C. liquid chromatography, MR I.D. and Molasses, I would use the X VRD instrument. And so for our listeners, many different instruments. Even simple things such as manual saturations determine of certain chemicals. So I guess it's very different than teaching lap's. Yes, it's very

different. Wasn't quite well expecting, but it was it was good. I really enjoyed it. It very different. It taught me a lot. Was it difficult to adjust that first period. It often is when you know, big fish out of water. Yes. So probably the biggest thing to get used to is using and the software to integrate the G.C. and LC's. I was using communion. It's called communion. And it took us a good three months, but we got used to it. After that, I was just came natural setting up all the g.c.'s was very new as well. I got lot of experience by the. That is really good.

This next section is with another student who has actually just graduated Josie Waters, talks here with Lee about searching for rules and how some things new career pathways emerge out of the blue.

So I had no idea that science, communication or public engagement was an impossible role or even a career before I started my placement year. So I did that for the year. And then once I came back to university, I decided that that was exactly the career I wanted to do. And now I've got a job working as a public engagement officer for a charity in Cambridge. So my placement year really just opened up a whole career path. I'd not even considered before. When I was applying for my placements. I knew that I didn't want to work in a lab, but I wanted to do something outside of the lab. But still to do with biomedical sciences and using that knowledge and passion for, that I'd gained my degree and those skills I'd gained in my degree, but using them in a different way, not in laboratory. So that's where I came across science engagement, public engagement in science communication.

They also spoke about resilience and how sometimes a lot of applications are needed.

Yeah. So I actually had a really long application process. I think I applied for like nine or 10 different placements. Just got rejected and rejected. Loads of different stages. I get through to the video interview stage and then get rejected. Get through to the online assessment stage and then get rejected and then found this job. The job that I ended up getting and realised that it was exactly for me and or probably the reason I was getting rejected from all those jobs before was because I didn't have that passion for it. So I really love science communication.

Lee also asked Josie, would you recommend a placement? And how did it help you get your job?

Yeah, they're just such a great opportunity to learn more about the working world, gain new skills, build on your skills that you've developed from university. And yeah, I honestly can say that I wouldn't have got the job I'm doing now, my graduate job without having done my placement year. So that that's just a fantastic opportunity. The placement experience landed you your graduate job? Yes, it absolutely did. I spoke about the skills I'd gained in my CV in my cover letter, and my interview was just, I could just draw on so much about knowledge and so much of experience to really, really nail the interview and get the job. So yeah, placements are great.

In this part of the conversation Lee now talks to Olivia Douglas, who's just returned from a uni placement, an internship. Here is Olivia with an overview of the placement.

So originally after Covid, I was a bit like, Oh, I don't really want to do an internship. I wanted to break. But then as it got to summer, I sort of decided last minute that I wanted to do an internship over summer. So I did a few applications. Some of them didn't go through. But then I emailed Lee Higham because I realised he sort of organised some of the internships and he knew a bit more about it. And he told me where to go. He said to go on the LinkedIn. And so I went on. Then I looked. And then I think it was about a week after he then emailed me saying, oh, there's actually an opportunity within the university to do an internship. So I said, yes, straight away because I was keen. And yeah, that's how it started. And it's quite different from the internship work it was quite different from your degree program. Yeah. Yeah. So it was that difficult to adjust to something that is being beneficial, do you think? And definitely beneficial. So I was used to doing the online zooms because of Covid and having a whole year online. Obviously it's different because it was one, two, one zoom. And so I was a bit nervous to start off with, but I'm definitely glad I did it and pushed myself out of my comfort zone because. It wouldn't be worthwhile. It was it wasn't easy. No, it wasn't hard. No, definitely beneficial. Because it's given me some structure over, some earn, it makes me feel like I'm doing something productive as well. I've definitely enjoyed it because it's helped me understand more like the importance of actually looking at how you can become more employable. And definitely in my third year, I'll be as I'm studying, I'll be sort of trying to analyse which aspects of the course are helping me become more employable and definitely help me. I do not feel like it's definitely helped me build some skill sets to be able to do another internship if I want to.

To get a university perspective Lee now talks to Dr. Toni Carruthers a lecturer in physical chemistry. First thing to talk about how the shoot is important and sometimes they are immediate bonuses.

Definitely. Definitely. Really, the most determined students tend to I think that the people who've been prevail and they really you know, it's really the people who are stick it. Even to them to the wire. Some people get placements, you know, the summer before placement start because they just do not give up. So they have the whole the whole year to apply. Chemistry placements are typically paid. Isn't it? That's right. Yes. You would expect to have proper wage, which is nice. And that comes alongside reduced fees as well. And so there's a lot of bonuses. For a student, definitely it reduces the fees and being paid as well. Means that you're possibly less worried about geographical locations. You can. And. Really find accommodation somewhere else if you want to try London or if you want to try Scotland.

So from an academic point of view, what are the pitfalls to watch out for?

Yeah. So in terms of mistakes that students make. I guess the two that immediately come to mind is the first one not doing enough research into the companies that they're applying for. And therefore not necessarily tailoring their application to that company. So, you know, things like what are the core values of the company? What are they? Are they? I think when you write your you know, your cover letter and CV, the person who's reading it can get a real sense of how engaged you are in that particular placement. And I think if you if you haven't really thought about who you're applying to, you can you just sound like everybody else? Where is if you are sort of genuinely excited. I think that quite often you can you can sense from applications and you have to prepare to have that fit it in. It's a really it's a difficult thing to quantify other than you can do preparation sort of is the key to it. So rather than

apply using a template, for example, to 20 company better to focus on five. Yes. Yeah, absolutely. You need to. You need to tailor the ones to the you know, the placements that you're interested in. The other side of that is, of course, if you tailor your if doing it and tailor your application, you just generically apply to everybody. You end up in a placement that you'll hate. True. You do want to pick and can choose the ones that you genuinely want to go for because you are at the end of the day, you know, it's a whole year. Most in part nine to twelve months is a significant amount of time. And you're thinking, dear God.

And very importantly, why is it worth it?

Oh, many, many, many reasons. Oh, my goodness. One or two the. Oh, gosh, it's so difficult because there's just so many reasons. One. One of the massive things that you see as an as a lecturer, actually, is what the students are like when they return. And they're so organised. They're so mature in a way to when the you know, it's not really fair to see their peers. But when they went out, you know, they really have worked. You know, held down a nine to five job working in the evenings. If they're on the nchem, you know, it's a it's a significant thing that they're doing. You know, it's a highly responsible position. And that, I think is as well. They see the change in themselves as well. They can immediately tell. You know, if you ask them what they've learned, they know they absolutely been in a placement. And that's really lovely to see. I'd say that's pretty nice. Oh, another oh, of course. Another really good thing about placements is that because you're doing the placement while you're still at university, you sort of go to a little bit of a protective bubble around yourself that you can try some things that you may not be sure if you want to do or you don't want to commit to securing a job longer term. It just gives you that little space to see what it's like working in industry. And I think that is a huge benefit, you might go into industrial placement and come out the other side thinking that was amazing. This is why I want to do it. Also might do and think, dear god, I'm never doing that again. And I think that really is a massive benefit that you can sort of. You can think ahead to what you want to do. But also with that comes the whole application process that it gives you a practice run to a real job after you graduate as well. Yes. It sounds like a way to get at Head Start. Really, Yes. Yeah. It's a fantastic program, too, for a student to be on protecting these days where when you're going for a job in chemistry, I think a lot of employers really appreciate industrial placement or a study abroad placement in the degree, it's not a little bit extra that not everybody has.

So that was Lee Higham and various guests, talking about the benefits on the how's and the how nots maybe for placements and why it is great for students to consider them at least.

Another part of Lee's rule is to think about studying abroad in this section of the podcast. Lee talks to Vicky Hedges and Katie Lavender all about studying abroad. This is one conversation with Lee, Vicki and Katie. So let's just get into it.

So they go abroad fair is virtual again next year. We did last year very successfully. And it's going to be coming up on 3rd November from 1 to 4 o'clock. And that is going to take place on our go abroad fair. Microsoft team. And so students can sign up to that by signing up to our mailing list so they can email us at global.opportunities@Newcastle.ac.uk and sign up to our mailing list and we will send you an invite for our go abroad fair. And the go abroad fair you can meet and start from global opportunities. Can tell you all about the options that are available to youth going abroad. And you can meet returned students who have had an

experience abroad and tell you about. About how that went for them. And we're going to have some invites from outside agencies, from volunteering abroad organisations, and they'll also be representatives from our schools as well. That can tell you about a specific offer for your school. And there's going to be lots happening that we can tell you about funding. We can tell you about the different places that you can go. And so, yeah, definitely come along on that day and then the resources will be there afterwards for you to tap into.

I find that we get students who arrive who already know they want to go on study abroad. But most of our students who eventually do go out have had a change of mind. It's since they've been at the university, they suddenly think, oh, I didn't realise that was a possibility.

Vicky how do students improve by going out on these.

I tend to work with students that come to Newcastle University, so most recently I've been working with mainly American groups, a group from Indonesia have just come over. I've got some students from Japan at the moment. And I think what we've what we found is that it's just it's just an amazing opportunity to develop personally and professionally. And I think that a lot of students, they feel when they study abroad that they want to go and they say they want to go out and find out more about the world and broaden their horizons and let about different cultures. But we often find that students say that when they come back, they've actually found out a lot about themselves as well. And that really tested their boundaries. They put themselves out of their comfort zones. And I think, you know, my students that we speak to after they return from learning abroad experience, they really feel that they've improved that confidence, their independence their problem solving skills. And they just feel more confident about navigating different situations. I think that's that it's really it's putting and moving out of your comfort zone and doing things that you wouldn't do ordinarily and can just hop heat impacts, I think, on the rest of your life. And I was a study abroad student and I was, you know, on a first in family to go to university. And I was studying in Hull, which is pretty bleak industrial city. And I was lucky enough to go and spend a year in Los Angeles for my junior year. And it completely changed my life. It was you know, I really feel that, you know, when I came back, it's in a quite, quite different person. And I wouldn't be doing I wouldn't be in this career if I hadn't had that opportunity, you know, to go overseas and, you know, then about different culture. And so now I love working to study both students because I get to do the same thing that I did. So I think it's really, really worthwhile. It's a lovely place Hull. It's quite different to Los Angeles. But that's a culture shock. It's you know, that's the thing that you get to experience going out and in reverse culture shock when you come back. But it's just another experience of, you know, dealing with challenges. And, you know, building up your resilience. I think so. Yeah, I definitely recommend that the best thing they do, if you can think, you know, for people who don't know them, we talk about exchanges, but that doesn't mean a student has to arrange for somebody to come in their place for them to go out. We just mean we have exchange partnerships that we with certain universities.

So Katie I know, you've got a mind map of all the fabulous places people can go to, do you want name check some of them.

So, yes, we have we have partners all over the world. We've got partners in Japan, we've got partners in Australia, we've got partners in Brazil, the U.S. and then we've got partners all

over Europe as well. So sometimes it depends on the subject you're studying which part you can go to and a lot of agreements, a university wide and so on. So any or most of our students can go there. So it's about finding out what what's going to suit you in terms of the course, the country. And that's why it's a great idea to go abroad fair, because you can find out a lot more about kind of which destination might be right for you. But yeah, we've got huge choices of exchange partners.

For those people listening. Some of you might be considering to an industrial placement. Now, an industrial placement is super competitive often, but they aren't they all fabulous. But you might want to consider doing a study abroad experience because the university has more control over those. Over those. It's a way of individualising your own degree. I guess.

Yeah. Yeah. And I think, you know, different, different students go out for different reasons sometimes and then really focussed on, you know, we had a student that was like, I just want to go to Australia because this particular university do this fantastic course. But it was to do so pharmaceuticals and using natural things in pharmaceuticals. And it was an Australian University that was specialised in that. So she was like, that's why I want to go and do my research. And that was her priority other students that it's more because, like, they want to go somewhere, learn the language and soak up the atmosphere of living in a completely different culture and environment. So yeah, and we've got we've got partners where and things taught in English as well. So you don't need to have a language or you can go along and you can you can learn a language. You go and use a brilliant language resource centre to support you before you go. So, yeah, there's lots of different reasons that students choose that destination.

Yeah, they have a lot of choice, don't they are over now. I love myself in my day from the chemistry programs. There's five continents they can they can choose from. You know, you can go and work on a particular area or take lectures. Particularly appealed to you. So I guess students who might be interested, they should head towards you all go abroad fair 3rd November, 3rd November. And I think the biggest sort of effort for our study abroad placements of the students that go on them. Because if you get one of them to start talking about their time abroad, you can't get stop because they are just so enthusiastic about it. Yeah, they have so many great things to say about that time abroad. And it's like you said that they'll say, you know, it changed their life and they make friends that, you know, they stay friends for life, you know, that they keep in touch with. A long time afterwards, a lot more students will come back and visit.

And after that, you don't just make friends from where you go and study, you call from make friends from across the world going and studying there. So it's yeah, it's a brilliant experience. And so you can come on and go aboard fayre. Talk to us, but also talk to the students that can tell you about their experiences. That's great. So as a study abroad student myself, I was also one Vicky where did you go? Naples. Yeah. So that allows me to show you the. Nice pizza. So that just leaves me to say thank you. Thank you very much.

Thank you. Thanks for having us.

Thank you to Lee, Vicki and Kati there for the great session all about studying abroad.

Did you know that according to the UUKI in 2017, gone in a national mobility works students who go abroad as part of their degree, are 9 percent more likely to gain a first or two one 24 percent less likely to be unemployed. 9 percent more likely to be in graduate jobs six months after graduation. And 5 percent higher wage earners. Six months after graduation.

In this last section, Graham Redshaw-Boxwell of LTDS speaks to Magnus Svendsen Nerheim from the University of Bergen. As we look to implement and use the new Inspira system here at Newcastle University, Graham and Magnus talk about how they implement Inspira and digital exams in Bergen. This again is a full conversation between Graham and Magnus. So here we go.

My name is Magnus Svendsen Nerheim I'm the current tech project manager in our learning lab at the University of Bergen in the West Coast of Norway. And I'm the former project manager for the implementation of Digital Assessment the Inspira assessment that university.

Thank you. Can you tell me about your approach to digital exams at Bergen University?

Yeah, sure. We started actually with digitisation of assessment in 2004 when we started with this sort of a precursor to an LMS where all of the sort of home exams and all things were submitted. And then we picked up on sort of with the brother focus on digitisation, with the scope of enhancing learning in 2014, which included having a new VLE a more modern VLE as well as including high stakes exams and assessment processes as a whole would Inspira So we started with Inspira in 2015 with a bring your own device approach and students bring your own device. We don't have examples of pre-set. computers and it was a well, it was a great expectations set by the leadership at the university. They set it all written exam shall be digital within two years. We can do some tweaking on the maths there and figure out that we actually managed that, but we'll get back to that I guess in a bit. So, pre Covid we have 85 percent of all written exams and during Covid with enough digitised all full of written exams. That was previously on Paper. I guess that it is some historical context to this story. But in terms of the approach, I guess we had no forced digitisation. It was important for us to this was to be done on the terms of the faculty and the teachers, although again, with an expectation from leadership that something were to be done. So we had the support and some push pushing that in that direction. But from an implementation standpoint, we wanted to encourage and support implementation and collaborate with individual faculty members as well as been pulled departments or with whole faculties in order to facilitate the long term implementation. Sort of a lot to facilitate long term development of digital assessment, not just sort of putting power to paper. So the University of Bergen. Situated in west coast of Norway were about 19 and a half thousand students now about four and a half thousand staff, academic and administrative. And we we're a broad university with fields all the way from medicine Humanities and social sciences, law, etc. So in terms of digitisation of assessment, we sort of have to cover all our bases.

So it's a similar context to Newcastle, I think we've got about twenty eight thousand students, I think, about 5000 staff. So I think that includes research and professional services and teaching staff.

So, so very similar. And can you tell me how do students feel about taking their exams digitally and what do you see as the benefits to students?

I would say students where we're very much part of the push towards digitising assessments. Am I also the leadership prioritise doing it. So I guess I can cite anyone specifically, but they were clear on that. Why should we write our exams on paper? We work on a computer every day so that we're always very positive about the being able to use the digital tools that they are used to from both the previous school experiences, but also as part of their everyday life as a student at the university. I mean, now we're six, seven years into using a digital assessment. There is there's really no other way to put it than that the students are very positive in terms of using digital assessment as part of the implementation. There was obviously some insecurities about utilising a new digital tool in an already very stressful situation for the students, as I would expect for any change. Really. There is some hesitation. But we quickly followed up with the student as part of that. Then both the technical aspects, ensuring that we're ensuring them that there is no issues with plagiarism or cheating there that will be introduced and such. So in general, the students are very happy when using digital assessment. And I think as we make it into that, they also get better types of assessment in assessing their actual learning outcomes rather than what they did before. But that's more on the teacher's report, which we'll get back to.

So speaking about the teachers then, how do staff feel about the use of digital exams? What do you think are the benefits to them?

Yeah, the staff. I think the first one of the first questions we got were how long is this going to stay here? Is it worth investing my time in this? And I was very happy to say that, well, it's going to it's going to stick around for a while. It's not just another new thing that you need to learn and relearned in another few years. And I think I mean, there is seven years of experience later, very different answers you would get to that question is better if you compare it to what you would get if you were to ask that question when we did the implementation. If it can't speak to that first, I think staff were in general positive. But we have the entire spectrum of people who said this is how I've always done my exam is done, written. This is the way I prefer to do it and the other were frontrunners who jump that, the possibility of digitising their assessment. I think what was a selling point and what we used a lot with our staff in terms of helping them realise the benefits of this was to say that it will drastically reduce your grading time. You don't have to despise for handwrite a handwritten text. So in terms of the loss of print, the more fair assessment between the students, because you don't give any bias towards that. And also that we worked quite a lot on the processes surrounding assessment. So this is not just about you giving an exam and grading the papers, but it is about how the grades are done and that you can sign the grade sheet digitally. And we simplified a lot of the processes surrounding the whole assessment process, which was just a benefit to the academic staff there. They have a more predictable way of doing their assessment in terms of doing digitally and with a higher quality, but also with the administrative staff supporting them that there was fewer and fewer possibilities of errors because data is transferred digitally. And also there is obviously a lot less paper and moving papers around paper still get lost. In general, just a lot more simplified process for stuff.

Have you seen an increase in the variety of the type of assessments that staff are able to do with students?

Yeah, I would definitely say some way. We have some qualitative data to see that assessment forms has changed during the introduction of both Inspira, but also the new VLE a larger focus on using digital to digital tools to enhance learning. I think it's also evident in the work we did with staff as part of the introduction of the tool. Some of them are very keen on testing out all these new question types and different ways of doing assessment. From our experience, I guess I would urge new staff that's just trying out the tool for the first time to keep it simple. I think it's important to understand though in understand replicate what you're doing now in the digital environment and then see what how what types of tweaks you can do to your assessment to create a better, better actual assessment of the student's learning outcomes or do these other things. I think that's the sum of the benefits that we've seen in introducing these tools and focussing on the increased teaching and learning as part of that introduction is to see that because they're introduced to these new possibilities. They start thinking differently, not only about the types of questions they asked during our normal traditional written exam but also perhaps start thinking about perhaps we could assess them in a different way. So I mean with Covid now as well, adding to this, send the assessment having to be done from home. There is also a push to do the rethinking a little bit of the approach to assessments. Again, utility lessness and digital to expert, but with a pedagogical different perspective in terms of how you enter into the process of designing is.

How do you feel Inspira help support your institutional goals around digital exams?

Inspira us a tool is is one part of the toolkit that's become essential to our work. I mean, it's deeply integrated into our assessment processes and the sort of the accreditation with the grade giving process of doing university education. And to some extent this one has motivated teachers to rethink their assessments as well. As I mentioned that it's one piece of the puzzle. We have several different tools. So obviously our VLE, but other types of assistance tools as well, which adds to this whole portfolio, but inspire us as definitely together with the rest of that portfolio catalysed the process of moving towards a different assessment culture that has a company that they've grown together with us. We started very early with them and that we've worked together to sort of rethink assessment in the region context. Then we see that they are also maturing as a vendor and drawing on experiences from abroad, which we again like. You can introduce us a not necessarily a challenge, but the reflections and our assessment can be done with experiences from abroad, say the UK at such.

That's great. Magnus, thank you very much for your input today. It's really valuable and I'm sure our colleagues at Newcastle will find this useful as well. Appreciate your time today. My pleasure. Thanks for having me.

Hope you enjoyed this episode of the learning and teaching at Newcastle University podcast. There was quite a lot of guests in this one, a lot of information to take in. But remember that the show notes have links to placements and how to get on placements. There's also links in there about study abroad. You can also find links about inspera system, what it means staff, what it means for students. As ever please let everyone know about this podcast. Like subscribe download that your friends download. I will see you in two weeks time. Thank you.