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UK institutional responses to undergraduates' term-time working

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Abstract

In the UK, there is currently considerable interest in the nature and extent of full-time undergraduates' term-time working. This interest stems from at least two perspectives. First that as the system of student financing in the UK has changed, so has the extent to which students need to boost their income through employment. The second perspective is that, in addition to financial benefits, students may be able to derive learning benefits from term-time working: hence, institutions have developed processes by which students might be helped to recognise in an explicit way learning derived from experiences of working. Behind such institutional responses to students' term-time working may well lie questions of equity and access: are certain groups of students more or less likely to undertake paid employment during term-time. And with such questions comes an interest in the impact of term-time working on the student experience and on academic performance. The paper looks at recent research findings in the area and considers to what the extent UK institutions' own activities are a pragmatic response to the realities facing the current generation of undergraduates, and to what extent they may be damaging the overall student experience. (HRK / Abstract übernommen)