Guidance for Live Briefs

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Page **1** of **6**

Document Control

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Update History

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1.0	26/10/2022	New document		Vickie Burgin – FCN Director of Science	Christopher Davies – Quality Officer

Grey shaded sections will denote changes from previous version

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Please always refer to the FCN Quality Management System for latest versions

Page **2** of **6**

Table of Contents

Document Title:	Guidance for Live Briefs	Document Reference:	FCN-MGT-GUI-0022
Version and Issue Date:	1.0 - 26/10/2022	Document Owner:	Workforce Strategy Manager

1   Definitions and Abbreviations

Abbr.	Meaning
Customer	Party to which a service is provided to
FCN	Forensic Capability Network
CV	Curriculum Vitae
IT	Information Technology
Shall	indicates a requirement
Should	indicates a recommendation
May	indicates a permission
Can	indicates a possibility or a capability

2   What is a Live Brief?

A live brief is an opportunity for students to work with external organisations on a real-world task/problem and provides them with the opportunity to identify innovative and creative solutions. It is the integration of theory with practice and enables students to develop an understanding of issues in the real 'working' world and what it is like to try to address these challenges.

Live Briefs can be delivered as part of a core or option module or as part of an employability/skills module. It is a method of engaging students and assessing their learning by using real 'working' world problems, presented by academics and practitioners. They may be delivered by the partner organisation synchronously either online or in person or asynchronously online. They can also be used as a virtual placement opportunity if employers have time for more interaction with the students.

3   Why should I introduce a Live Brief?

Benefit to the student - The authentic assessment approach used in live briefs (whether as part of a fine graded core/option module or a pass/fail employability option) allows students to learn and develop their subject relevant skills to address real world problems. The involvement of external organisations who provide the brief, and feedback or support throughout, motivates and enthuses the students who feel that their work will have an impact on practice. Live briefs allow students to apply the theoretical knowledge they have developed to real world problems and can be included in a student's CV. Engagement with these modules has shown an increase in student confidence and engagement with their course.

Benefit to the University – The use of live briefs demonstrates an institutional commitment to the employability of students. Yearlong and short-term placements are an effective way to develop employability skills for students, but it is very difficult to find enough placements for all students, and placements can be difficult for students with caring or other responsibilities. Live Briefs are an inclusive and authentic way to enable students to interact with employers

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Please always refer to the FCN Quality Management System for latest versions

Page **4** of **6**

and real-world problems, provides an understanding of how to address challenges in the workplace and can be used to embed employability skills into the curriculum.

Benefit to the organisation – Organisations can introduce briefs that develop the skills that are lacking across the workforce, working with universities to ensure that courses include the skills most needed. The use of live briefs is an effective way to promote the profession effectively and give students a realistic expectation of the type of work that they will undertake in the workplace. Practitioners are also provided with an opportunity to learn from engagement with students and universities.

4   Template

Template for Live Brief project	
Title of Live Brief	Project title to be added by the Organisation setting the brief.
Background of the problem	Include background for the real-world problems
Objectives	Organisation setting the brief to complete this section. What is the student expected to achieve at the end of this project? What are the likely outcomes of the project? How will they be used.
Assessment method	To be completed by the University. All marking will be completed by University Staff. FCN will provide generic feedback to the project – timescales to be agreed between FCN and the University Pass/ Fail or fine graded
Student/employer expectations	What is expected of the student? (Include minimum expectations that should be met) e.g., Submission of work at milestones set, standards of presentation that should be met, professional communication expectations, particularly when communicating with employer. What is expected of the employer? (Include minimum expectations that should be met) e.g., What feedback are hey expected to provide and within what timeline? How much contact, if any, is expected with the student/university?
Assumptions	Students will have basic theoretical knowledge and practical skills needed. University will support students.
Risks and Issues	Need to ensure that students have the resources/equipment/knowledge required to complete the task. IT challenges

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Please always refer to the FCN Quality Management System for latest versions

Page **5** of **6**

Template for Live Brief project	
	Operational demand changes, significant change to demand on organisation during the live brief
Delivery Options	Online/Face to Face Synchronous/Asynchronous
University Contact	
Organisation contact	
References/ Relevant resources	Provide any relevant research or documentation.

5 References

Boz, M., Acevedo, B., Middleton, A., Scruton, A., Hawkins, C., Outteridge, J. and Kite, L., Work-integrated learning as an inclusive pedagogy for employability: the case of Live Briefs at Anglia Ruskin University. *Employability: breaking the mould*, p.12.

Dollinger, M., & Brown, J. (2019). An institutional framework to guide the comparison of work-integrated learning types. Journal of Teaching and Learning for Graduate Employability, 10(1), 88–100.

Jackson, D., 2015. Employability skill development in work-integrated learning: Barriers and best practice. Studies in Higher Education, 40(2), pp.350-367.

Lester, S. and Costley, C., 2010. Work-based learning at higher education level: Value, practice, and critique. Studies in Higher Education, 35(5), pp.561-575.

Yoon, H. and Šegota, T., 2022. Using live briefs in marketing education: how to increase student employability by blending sustainability and internationalization. In *Socially Responsible Consumption and Marketing in Practice* (pp. 349-358). Springer, Singapore.

6 Examples of University Live Briefs

Access our student talent with Live Briefs - ARU

Opportunities & Live Briefs | Leeds Arts University (leeds-art.ac.uk)

Mark_Steer_-_Case_study_HEBTOY.pdf (rsb.org.uk)

Working on live briefs and meeting industry professionals prepared me for my career (southwales.ac.uk)

https://www.theforage.com/

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Please always refer to the FCN Quality Management System for latest versions
Page **6** of **6**