

Future Directions for Higher Education in Wales:

Learning for Employment





Contents

6. Introduction
7. **Section 1: Authentic learning**
 8. BSc Applied Psychology award (case study G8)
 9. Graduate Entry Medicine: Learning Opportunities in the Clinical Setting (LOCS) (case study S1)
 11. GBS Sport (case study G6)
 12. Enhancing employability: a case study of work-based learning as a complementary learning tool (case study CM11)
 15. Developing coaching communities through rugby and football (case study G7)
 17. Promoting employability and internationalisation for Modern Foreign Language students: a collaborative project between Cardiff University and Caldicot Comprehensive School (case study C7)
 20. Supporting Computer Clubs for Girls (case study SM9)
 21. Community Counselling Service (case study SM11)
 23. School of Sport Student Volunteering module (case study CM6)
 26. Working with parents: trainee teachers and the community (case study N4)
 27. Problem Solver Initiative: Aberystwyth Magistrates' Court (case study A4)
 29. Live design (case study CM12)
 31. Unknown Pleasures (case study SM2)
 33. Production Based Project (case study SM10)
35. **Section 2: Careers awareness and application skills**
 36. Newport BA (Hons) Education employability (case study N5)
 37. PDP in Business Practice (case study N7)
 40. Undergraduate student personal development planning (PDP) (case study A6)
 41. Putting employability on the map: using online learning and assessment to promote professional development (case study CM5)
 43. Assessment activity for final-year students in the Department of Sport and Exercise Science (case study A1)
 44. Marketing, Promotion and Exhibition (Faculty of Art & Design, SMU) (case study SM5)
 46. Support in application for gap in academic study and the University Partnership Programme (in partnership with the ICAEW) (case study C8)
 48. Year in Employment Scheme (YES) (case study A5)
 50. The Cardiff Award (case study C1)
 52. Bangor Employability Award (BEA) (case study B1)
 54. Glam Edge: employability at the University of Glamorgan (case study G10)

56. **Section 3: Developing graduate attributes**
- 57. CIRIC: Creative Industries Research and Innovation Centre (Faculty of Art and Design, SMU) (case study SM7)
 - 59. Reflections on Legal Advice Work (case study G5)
 - 60. GO Wales Work Placement Professional Development Award (case study A8)
 - 63. Classics alternative assessment for employability (case study TSD1)
 - 65. Competencies Development Scheme (case study C6)
 - 68. An evaluation of the 'Objective Structured Clinical Examination' (OSCE) for assessing student dietician's clinical skills (case study CM3)
 - 70. Supporting tomorrow's managers (N3)
 - 72. Heart-based intelligence (case study SM12)
 - 74. Technocamps (case study S2)
 - 76. Critical reflection skill development in postgraduate Business education (case study CMI)
 - 78. Certificate of Employability in the School of History, Archaeology & Religion (case study C4)
 - 80. Computer club for schools (case study N6)
82. **Section 4: Developing leadership and enterprise**
- 83. The project pitch assessment (case study A2)
 - 85. Pitching for funding: group assessments in undergraduate Sport and Exercise Science (case study A3)
 - 86. Threshold concepts and case study method in Business and Management (case study CM2)
 - 88. Professional Studies (Faculty of Art & Design, SMU) (case study SM3)
 - 90. Cardiff University Student Development Programme (case study C9)
 - 92. Future leaders programme (case study G9)
 - 94. Enterprising You (case study GUI)
 - 96. SMUDGE enterprise BBC Children in Need challenge (case study SM1)
 - 98. Make an impact (case study G4)
 - 100. Bright Ideas (case study NI)
 - 102. Social Enterprise Accelerator (case study B2)
104. **Section 5: Expanding professional networks**
- 105. Cardiff Design Festival (case study CM13)
 - 108. Practice and innovation showcase at the Cardiff Metropolitan University (UWIC) (case study CM4)
 - 110. Organisational Consultancy (case study SM8)
 - 111. External Project (Faculty of Art & Design, SMU) (case study SM6)
 - 113. Live Brief: Identica (case study N2)
 - 115. Recruit, Retain and Employ project group (case study C2)
 - 117. BA/BSc Creative Industries (case study G3)
 - 118. Network75 Professional Academy: enabling employability (case study G2)

120. **Section 6: Resources to support employability**
- 121. Online interactive e-learning careers education modules (case study A7)
 - 123. Your Career e-module – delivering employability awareness and career development skills learning online across Cardiff Metropolitan University (case study CM10)
 - 125. An employability online resource (case study C3)
 - 127. GradSpace: supporting the transition and lifelong learning of Cardiff Metropolitan University graduates (case study CM7)
 - 130. SOHCS Physiotherapy Employment website (case study C5)
 - 132. Cardiff Metropolitan University Foodies Online Network (case study CM8)
 - 135. Web-based videoconferencing to promote flexible learning opportunities in Dental Technology (case study CM9)
 - 137. Olympic field trips (case study SM4)
 - 139. Regional Learning Partnership for South West Wales (case study RLP1)
142. **Bibliography**

Acknowledgements

Colleen Connor would like to thank the Higher Education Academy for their support particularly Helena Lim, Rachel Thomas and Howard Colley. The work strand members have made an invaluable contribution to the discussions around Learning for Employment and the promotion of the theme within their respective institutions. They are also thanked for their efforts in the collection of a truly impressive range of case studies. Finally thanks must go to all the contributors of the case studies who have generously given their time and shared their experience.



Introduction

The Future Directions work strand 'Learning for Employment' has shared information on the many ways in which Welsh institutions are enabling graduates to acquire employability attributes and the case studies in this publication illustrate the wide range of activities that are contributing to this objective.

The notion of employability has been discussed by work strand members and is clearly open to interpretation, but the case studies collected generally conform to a widely accepted definition (Yorke, 2006, p. 8), which states that graduate employability is the achievement of "the skills, understandings and personal attributes that make an individual more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy".

The work strand received around 70 case studies from across the higher education sector. Some are more detailed than others, but all have a named contact for those wishing to obtain further information about a particular initiative. The cases provide considerable evidence of the good practice taking place within Welsh institutions and the multiplicity of ways in which university staff are grappling with 'Learning for Employment'. Nevertheless these studies probably only represent the 'tip of the iceberg', and from work strand discussions it is clear that they are just a sample of the range of Learning for Employment practices that exist within the Welsh higher education sector.

A number of the cases show similarities of approach and some illustrate sector-wide initiatives. They demonstrate that the application of Learning for Employment is taking place in a wide variety of disciplinary fields, not just in vocational programmes. Together they provide an insight into current approaches to developing employability and, in addition to the valuable sharing of good practice that the cases allow, they also offer a baseline to consider future development.

Although each case study covers a number of issues they have been divided into six sections in this publication. Each section address a particularly relevant theme that has been discussed within the work strand and the accompanying studies are used to illustrate aspects of that theme.

The section themes are:

- authentic learning;
- careers awareness and application skills in curricula;
- developing graduate attributes;
- developing leadership and enterprise;
- expanding professional networks;
- resources to support employability.

I am sure the examples provided by the cases will give you plenty of material to consider the future direction of Learning for Employment.

Dr Colleen Connor
Learning for Employment work strand leader
Dean of Learning & Teaching, Cardiff Metropolitan University



Section 1: Authentic learning

While the characteristics of authentic learning have been debated in the literature (Reeves, Herrington and Oliver, 2002), Rule (2006) sees authentic learning as encapsulating real-world problems; open-ended inquiry and thinking skills; discourse among a community of learners; and self-directed learning. Authentic activities have real-world relevance and closely match the tasks of professionals in practice – rather than being de-contextualised. Providing students with learning opportunities that are 'authentic' and thus enhancing their capacity to operate in the world of work is the goal of many of the practices in the case studies received. So, for example, carrying out 'typical job activities' and solving 'real world problems' is highlighted as the focus of those modules provided for Psychology students in study G8.

The case studies in this section clearly demonstrate the variety of ways in which authenticity can be gained and the advantages of such an approach in preparing students for employment. Some of these authentic learning experiences take place in work settings as part of a placement opportunity. Such situated learning in a clinical context is fundamental to the LOCS initiative (study S1). These "... short, self-directed, experiential learning sessions ..." allow student doctors to engage directly with clinical practice at the very beginning of their course and thus learn directly from clinicians 'on the job'.

A number of these placement initiatives clearly have additional community benefits. These include those that require students to deliver sports sessions in local schools and clubs (study G6), the Cardiff Metropolitan Academy of Basketball and Glamorgan Rugby and Football foundation degrees that provide coaching for local children (studies CM11 and G7), an initiative for Modern Foreign Language students working with secondary school pupils (study C7) and the example of final-year Computer Science students supporting the 'Computer Clubs for Girls' programme (study SM9). The provision of a Community Counselling Service (study SM11) offers free counselling to members of the community and valuable experience for students. Generic volunteering modules, such as the one applied in the Sport context (study CM6), also make a special contribution to both developing students' skills and contributing to the community in which the university is located.

Of course most professional programmes will have a placement element, but these case studies demonstrate that many non-professionally accredited programmes are also endeavouring to provide students with such invaluable experiences. In addition professional programmes may use alternative placements in order to develop wider understanding and skills as shown in the 'Working with parents' case study (study N4) on initial teacher training. The GO Wales (<http://www.gowales.co.uk/>) Work Tasters programme is also exemplified in the 'Problem Solver Initiative' (study A4) where students are involved in the work of the local magistrates' court.

Authentic learning often allows collaborative learning. This is illustrated in study CM12 where groups of students are brought into direct contact with prospective employers through students working with mentor companies and mimicking "... the experience of a junior designer in a studio ...". The 'Unknown Pleasures' initiative (study SM2) engages students in professional theatre roles and provides

an opportunity to work with established practitioners, and the 'Production Based Project' (study SM10) requires students to link with external partners in order to develop and produce an innovative solution to a specific production challenge.

Simulated role-play in a low risk, but supported, environment is another means of providing authentic learning experiences and examples of this can be found in many of the case studies that are aimed at developing leadership and enterprise in Section 4.

BSc Applied Psychology award

(case study G8)

Contact Name: Dave Tee
Email: dtee@glam.ac.uk
Phone: (01443) 483317
Institution: University of Glamorgan
Address: Pontypridd, CF37 1DL

Key words: psychology, competencies, intervention.

Aim:

This award was targeted to boost the employability of students considering a career in psychology. It complements the knowledge gain required at degree level with specific modules designed to introduce skill sets and give the students hands-on experience of applying the consultancy cycle to real-world interventions.

Description/approach:

A first-year module has half-day weekly workshops, exploring each of the career paths in applied psychology and giving the students the opportunity to carry out typical job activities. In the second year, a compulsory module takes the students through the British Psychological Society's competency profile for applied psychologists, giving them experience in key consultancy tasks, such as identifying client needs, project planning, designing and implementing defensible solutions and evaluating impact. Students also have the opportunity to take a work placement module, where they engage in reflective practice on how psychology can be applied to benefit their own work environment. In the third year, students have to carry out a year-long supervised intervention in the real world, applying their learning to date to gain real experience in addressing a genuine need.

Anticipated outcomes:

The knowledge, skills and experience that the students acquire in applying psychology to solving real-world problems should give them an advantage in employment prospects across a wide range of careers, particularly those that involve dealing with people.

Evidence of actual outcomes:

We can point to evidence of the benefits realised during the third-year intervention projects.

Reflection/impact:

Feedback from graduates is that they find it daunting and hard work, but they are very glad of the experience and value the learning and skills it has generated for them. Even in relation to academic benefit, their pilot 'mini intervention' in Year 2 gives them early experience of having to produce ethics committee proposals, which gives them a head start over other students when it comes to their third-year dissertation. In relation to employability skills, the standard phrase that each cohort is almost guaranteed to say is 'This is all really useful. It should be taught to everyone.'

Graduate Entry Medicine: Learning Opportunities in the Clinical Setting (LOCS)

(case study SI)

Key words: doctors, Medicine, experiential learning, situated learning, Learning Opportunities in the Clinical Setting (LOCS).

How the initiative was introduced:

Within the College of Medicine, Medicine is a vocational qualification, but traditional medical curricula restricted the vocational aspect to the latter years of the course. The Graduate Entry Medicine (GEM) programme at Swansea has an innovative curriculum based upon current best practice in education, including situated learning (Lave and Wenger, 1991): the best way to learn to be a doctor is by doing what a doctor does, where a doctor does it. 'Learning Opportunities in the Clinical Setting' (LOCS) offer students the chance to do this from the very beginning of the curriculum.

Lave, J. and Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Press.

Aim:

To facilitate experiential, self-directed learning from the very beginning of a medical curriculum.

Description/approach:

Medicine is a vocational degree programme from which, in the UK, the overwhelming majority of graduates will work in the NHS and are guaranteed a job. 'Learning for Employment' should therefore be fundamental. Until the late 1990s, traditional medical school curricula in the United Kingdom (and internationally) involved students, usually school leavers, engaging in about two years of lectures and practicals in the basic sciences before full engagement with about three years of clinical placements. Since then, a wave of curriculum reform, led in the UK by the Department of Health and the regulatory body (General Medical Council) have required medical schools to implement more integrated curricula, typically designed as a spiral curriculum (Davis and Harden, 2003), with early clinical experience, opportunities for self-directed learning (through student-selected components) and with learning more explicitly situated in the clinical context. The curriculum at Swansea has incorporated the above features. It is a four-year, graduate-entry programme open to students from any academic background (Rapport et al.,

2009). A fundamental feature is early, frequent and integrated clinical exposure, which is achieved through a number of routes, including LOCS, short (three- to four-hour), self-directed, experiential learning sessions in which students are expected to engage from the very beginning of the first year as a complement to longer clinical apprenticeships and University-based learning.

Over 900 LOCS are available, covering the entire healthcare experience and including activities and locations as diverse as surgeries, accident and emergency sessions, GP practices, community healthcare, prisons and drug abuse centres. Students learn directly from the supervising clinicians 'on the job'. Appropriate safeguards are in place to guarantee patient and student safety. Students are expected to take responsibility for completing at least 20 LOCS in the first two years of the programme. Taking responsibility for learning forms part of lifelong learning in medicine, a key skill and attribute for employability. Students can book LOCS from the very first week of the programme (subject to regulatory clearance). A small number of LOCS in certain prescribed areas of medicine need to be completed, but otherwise students are free to choose the areas in which their LOCS are completed, allowing them to explore areas of practice in which they have a particular interest and/or to tailor their experiential learning to their University-based teaching.

Davis, M.H. and Harden, R.M. (2003) Planning and implementing an undergraduate medical curriculum: the lessons learned. *Medical Teacher*. 25, 596-608.

Rapport, F. et al. (2009) What influences student experience of Graduate Entry Medicine? Qualitative findings from Swansea School of Medicine. *Medical Teacher*, 31 (12), e580-e585.

Anticipated outcomes:

LOCS allow students to engage directly with the clinical environment from the very beginning of their medical school career. This allows them to contextualise their learning from the outset, participate in clinical practice in a safe and appropriate way and encourages them to develop as competent, confident doctors.

Evidence of actual outcomes:

Feedback from students, teachers and patients has been overwhelmingly positive (Noor et al., 2011). The positive effects include an ability to integrate the basic science material of the course into everyday clinical practice and the development of 'hands on' clinical skills from a very early stage of the programme.

Noor, S., Batra, S. and Byrne, A. (2011) Learning opportunities in the clinical setting (LOCS) for medical students: A novel approach. *Medical Teacher*. 33 (4), e193-e198.

Reflection/impact:

The GEM curriculum at Swansea is a fairly recent innovation and thus it is currently difficult to ascertain the impact of LOCS on 'Learning for Employment'. However, the majority of the feedback received thus far suggests they are a valuable means by which students can interact with their future workplace and start to feel part of the medical workforce and 'community of practice' from the very beginning of their University curriculum.

GBS Sport

(case study G6)

Contact Name: Rob Griffiths
Email: rgriffi2@glam.ac.uk
Phone: 01443 482502
Institution: University of Glamorgan
Address: Pontypridd CF37 1DL

Key words: employability, work-based learning, vocational skills, experiential learning.

Aim:

The module was developed as part of a progressive approach to embedding employability within the BA Sports Development and BA Sport Management awards. The integration of community placements within the programmes allows undergraduates to develop vocational skills and helps address the local and national challenges outlined by the Welsh Government.

Description/approach:

Students spend their first year developing the skills required to work within the community. In order to improve quality assurance, students also complete a number of nationally recognised coaching awards in a variety of sports. Embedded within the second and third years are a number of community-based modules that require students to deliver sports sessions and organise sports clubs. Students spend 15 weeks during the second year running Dragon Sports Clubs in local primary schools and 20 weeks in their final year organising after-school clubs in secondary schools as part of the national 5x60 programme. The focus is on creating an enjoyable, safe and positive experience for the children, which will hopefully result in children continuing their participation in physical activity into adulthood.

Following the introduction of a new employability and professional development module in September 2010, students now have an opportunity for a year-long, one day a week placement in their final year in sport and event-related roles. Building on the earlier modules already described, students are required to keep a reflective log of their experience while undertaking a discrete project or defined role for the organisation with which they are placed. They must then submit and present a management report to the employer at the end of the placement, which is defined by the employer in order to meet their specific objectives.

Anticipated outcomes:

Students are performing well-designed and purposeful roles that contribute in a positive way to the employer organisation. At the same time they are underpinning the theoretical aspects of their course, gaining invaluable experience and benefiting from excellent networking opportunities.

Evidence of actual outcomes:

Positive student and partner organisation feedback, with one student being offered permanent employment.

Reflection/impact:

We will continue to develop the module and enhance partnerships with employer organisations.

Enhancing employability: a case study of work-based learning as a complementary learning tool

(case study CMI I)

Contact Name: Lucy Power

Email: LPower@cardiffmetropolitan.ac.uk

Phone: 02920 416588

Institution: Cardiff Metropolitan University

Address: Cyncoed Campus, Cyncoed Road, Cardiff, CF23 6XD

Key words: work-based learning, enhancing employability, complementary learning, coaching.

Aim:

To pilot an opportunity for work-based learning at Cardiff Metropolitan Academy of Basketball as a complementary learning experience to the Level 2 coaching application module (Sports Techniques and Analysis) and to develop students' employability skills.

Description/approach:

In the current economic climate the graduate job market is becoming increasingly competitive. Students, universities and employers acknowledge that a degree on its own is not enough. Today's graduates need to provide evidence of practical, real and pro-active work experience if they are to compete in the workplace. Being the Coaching Manager for Basketball Wales (Sport Governing Body), an assessor for the governing bodies coaching qualification and also the Director of Cardiff Metropolitan Junior Basketball Academy enabled the module leader to provide a unique opportunity for students to obtain coaching qualifications. Also available was access to the most current and innovative resource materials relating to the modules (i.e. sports-specific technical content and coaching pedagogy) and the opportunity to engage students in current and real-life status.

The Cardiff Metropolitan Academy of Basketball involves children from the local community, who attend weekly sessions, coached mainly by students on the undergraduate sports degree programmes. Some Masters-level students and graduates also act as senior coaches and mentor new coaches. Students undertaking the Level 2 coaching application module, Sports Techniques and

Analysis – Basketball, were given the opportunity to undertake their coaching qualification through the Academy. The module outcomes reflect industry qualifications and sports sector employers' expectations of competence and has at its base level two strands – 'What' to coach and 'How' to coach, applying theory to practice. Seven students expressed an interest in undertaking coaching with the Academy teams and putting the theory-based module into real-life application. In order for the students to understand the work-based learning approach being used, a six-point list of quality work-based learning principles was presented with an explanation of how these were to be incorporated into their experience. A flexible framework was created for the students to develop elements of employability through a complementary combination of module delivery and work-based experience. Practical application of this framework to the students learning and experiential cycle is shown below.

Lecture – ‘How’ and ‘What’

Academy coaching session – planning (mindful of recently acquired knowledge and skills from lecture); delivery and application (encouraged to experiment with new understanding and skills); evaluate and reflect (self-evaluation skills learnt in coaching lecture, reflection skills learnt in PDP and Research Methods). The format of reflection and evaluation was left up to personal choice.

Lecture – implementation of skills developed in real-life (Academy) scenario to formative assessment tasks within lecture; peer feedback; sharing of experiences with peers; further ‘How’ and ‘What’.

Academy coaching session – ‘plan-do-review’ process continually supported by lecture and Academy coaching experience, content and reflection.

Cycle continued until the end of module summative assessment, which included tutor, peer and self-assessed practical coaching delivery with supporting workbook.

Anticipated outcomes:

- increased skills development beyond that of lectures alone;
- readiness and increased confidence for practice;
- employability embedded within the curriculum;
- increased employability.

Evidence of actual outcomes:

The USEM model used to present the results and discuss findings, and supported by the overwhelmingly positive data responses, demonstrated an increased employability potential of students involved in this study.

Understanding: All the students indicated that their subject knowledge had improved, but that this was in the ‘How’ area more than the ‘What’ area. Overall they felt that they had learnt more due to being able to apply the lecture learning into the Academy context (some making more effort to do this than others), and hence understand the lecture content at a deeper level due to their Academy experience.

Skills: Initial observations by the tutor within the lecture setting noted the increased confidence of the students demonstrating simpler coaching skills, and a marked change in the willingness to employ more complex coaching skills with their peers (some more than others) and during the Academy sessions. Feedback and evaluation from peers post-session supported these observations.

Efficacy: Regular practice assessments formed a large part of the lecture curriculum. Students valued these experiences and the variety of feedback and evaluation that accompanied it. They felt it gave them an opportunity to hone their skills in a practice environment and better prepared them for their Academy coaching and their final marked assessment.

Meta-cognition: Time for and awareness of strategic thinking, reflection and planning, have already been recognised under ‘Efficacy’, and incorporated into informal feedback and discussion situations and Academy best practice. The

students' engagement in these processes was also supported by their workbook reflections

In addition all students in this study pursued additional industry coaching-related qualifications. Five students became accredited coaches with the local authority.

Three students became active coaches in local schools. Four students were employed by coaching activity providers on Easter schemes. The Academy Director employed all seven coaches in the following term.

Reflection/impact:

The students themselves believed that their understanding of the subject area had improved beyond the normal expectations of engaging in such a module, which they attributed to the opportunity to apply the knowledge to the Academy setting. An added outcome was the benefit to other students (not involved in the study) being spontaneously supported and taught by these students during the lecture time, demonstrating increased efficacy and ownership of the process. This was further evidenced by the independent pursuit of further knowledge from their preferred sources. Students also recorded the increased confidence and competence, which they attributed to the addition of the real-life experience. They talked about being able to 'develop more' due to the Academy coaching, and feeling that the additional and regular opportunity to coach meant that the knowledge and theory was retained for longer and understood much better. When measured against the USEM model, the complementary experiences of the practical-based lecture and work-based learning environments were perceived by students and staff as successful for enhancing employability. As responsible practitioners and education providers we cannot ignore the messages from our education, industry and governmental partners to review our courses and enhance employability in students. The principles and basic structure of the process outlined in this study are deemed worthy of further investigation with a view to expanding the opportunity to more students.

Developing coaching communities through rugby and football

(case study G7)

Contact Name: Paul Rainer
Email: prainer@glam.ac.uk
Phone: 01443 483632
Institution: University of Glamorgan
Address: University of Glamorgan, Glyntaff campus

Key words: foundation degree, football and rugby coaching, Climbing Higher, Coaching Plan for Wales.

How the initiative was introduced:

There are a number of work-based learning opportunities that exist within the Division of Sport Health and Exercise Science undergraduate degrees. The main one that exists is the triple work-based learning module within the Foundation Degree Rugby Coaching and Performance and Foundation Degree Football Coaching and Performance. Both of these 60-credit modules are specific to the foundation degree programmes.

Aim:

The aim of these work-based learning modules is to support clear guidelines highlighted within Climbing Higher and the Coaching Plan for Wales, to increase the number of young children that are physically active in Wales and also the provision of sports coaching to support this.

Description/approach:

Students are deployed within both Year 1 and 2 of their foundation degree programmes and are placed with a number of organisations that include the Cardiff Blues, Gwent Dragons, WRU, Football Association of Wales, Cardiff City FC and Swansea City FC and local authorities within RCT, Caerphilly and Merthyr. Depending on the ability of the student, there is opportunity for the student to support the provision of coaching in a range of capacities that include: girls, disability, performance and talent development.

Anticipated outcomes:

The anticipated outcomes are to support the provision for the development of high quality coaches within Wales and also facilitate the opportunity for more young children to participate in sport and become physically active. Additionally, the foundation degree programmes support Sports Coach UK developmental outcomes, to increase the employability opportunity of coaches within higher education undergraduate programmes by ensuring that students are provide with the key skills that will allow them to become employable in the future.

Evidence of actual outcomes:

The employability opportunity for students has been recognised with both foundation degree courses being endorsed by Sports Coach UK; Glamorgan is one of only five HE institutions within the UK receiving endorsement. This has demonstrated that the courses offered and the work-based learning opportunities within these are currently meeting the criteria established by SCUUK for the development and deployment of coaches. Both the FAW and WRU have recognised the increase in opportunities for young children to become physically active through football and rugby particularly in the local authorities of RCT and Caerphilly. This has been indicative of the deployment of students from the University and their input and involvement in to these programmes. A number of students from both the Football and Rugby foundation degree programmes have successfully gained employment within the local vicinity and Wales coaching and supporting Climbing Higher targets.

Reflection/impact:

The success of the foundation degrees in providing opportunity for students to gain 'real-life' coaching experience has been reflected in the support from work-based learning providers and the success of students gaining employment. In addition to students supporting coaching programmes within the local authorities, students are supported in acquiring their coaching licences and achieve the minimum standards of coaching certification recognised by Sports Coach UK as essential for a coach to gain employment. Therefore on graduating students have achieved their degree, have developed a portfolio of coaching hours and the minimum level of coaching certification to gain employment. This provides students with the confidence and autonomy to be able to successfully seek employment knowing that they have the skills and ability to achieve this.

Promoting employability and internationalisation for Modern Foreign Language students: a collaborative project between Cardiff University and Caldicot Comprehensive School

(case study C7)

Contact Name: DrVanna Motta
Email: motta@cardiff.ac.uk
Phone: 02920 87457604
Institution: School of European Studies Cardiff University
Address: 65-68 Park Place Cardiff CF10 3AS

Key words: employability, internationalisation for students of Modern Foreign Languages.

How the initiative was introduced:

The initiative, in the 2011-12 academic session, is a pilot scheme that involves students on three BA Honours degree schemes in Modern Foreign Languages (French, Spanish and German). The Cardiff School of European Languages (Euros) is aiming to introduce a 20-credit module for final-year students in 2012-13 based on the outcomes of the pilot scheme. We also aim to extend the project to secondary schools in the Cardiff area.

Aim:

The Project aims to:

- enable HEI students to hone their language and teaching skills and inspire the next generation of language students;
- help SEI students hone their language and transferable skills and become the next generation of language students;
- enhance and develop communication skills, independent learning, creativity, critical thinking abilities, memory, listening and writing skills, mental flexibility, reasoning, problem-solving, analysis, cultural knowledge, links with other subject areas, general cultural awareness and participation in multilingual communities at home and around the world, for students from all levels involved;
- provide a transitional training and development course for undergraduates between the MFL degree and a PGCE and subsequent career in teaching;
- highlight the personal, career and financial benefits of learning an MFL;
- increase the take-up of modern foreign languages in the South-East Wales area and potentially beyond in a process of application to other areas of Wales and the United Kingdom;

- help halt Wales' and the UK's long-term downward trend in the provision and acquisition of MFLs;
- broaden and enhance the provision for MFLs in secondary schools, and potentially primary and tertiary-level institutions;
- provide a valuable case study that would assess the benefits of the scheme and its potential to be rolled out to include students from other HEIs and SELs: impact evaluation and continuous consultation mechanisms have been built into the project and will form an essential part of its subsequent development;
- contribute to a wider consortium and synergy among diverse institutions in Wales including Routes into Languages, Cardiff University, secondary schools and CILT Cymru;
- contribute very directly to the University's strategic priorities: 'Preparing Students for Employment' and 'Learning in Employment', which are themselves directly matched to the priority themes set out by HEFCW and the Higher Education Academy in Wales.

Description/approach:

The project engages students in the most direct manner by creating exciting opportunities for them to gain mentored language teaching experience. The structured buddy scheme gives students a unique opportunity to develop their knowledge and skills in the live setting of regional secondary schools.

The buddy scheme engages three discrete but interlinked sets of students: secondary school students of modern foreign languages (MFLs), final-year students of MFLs at Cardiff University and incoming Erasmus students. At the same time, the project engages and hopefully will inspire secondary school pupils of MFLs. Through sharing the cultural and linguistic experiences of university students, either returning from the year abroad, or arriving here as exchange students, about to embark on their careers in modern languages, the scheme seeks to counter the dramatic fall in uptake of MFLs across the country, and especially Wales. From 2012-13, the School of European Studies will introduce a module for final-year students building upon the pilot scheme partnership between Cardiff University and Caldicot Comprehensive School with a view to expanding student engagement by increasing the number of participating schools and embedding the scheme within a credit-bearing component of a modular programme, in order to build responsibility and commitment into the scheme.

Anticipated outcomes:

The project meets the principle of student engagement, as detailed in the description above, and the principle of outputs of benefit beyond Cardiff University. The buddy scheme is one whose means and objectives are innately and productively bound up in a close partnership with a local secondary education institution. While 'buddies' are undergraduates from Cardiff University or incoming Erasmus students, the beneficiaries of the skills that they will deploy are secondary school pupils engaged in the learning of modern foreign languages. The scheme offers final-year and Erasmus students both theoretical background, provided in Euros, and empirical training provided by supervised class work in Caldicot School. The structured buddy scheme will give Euros' students a unique opportunity to develop their knowledge and skills in the live setting of regional secondary schools.

Secondary school pupils, on the other hand, gain direct contact with fellow students from a higher level of language acquisition and practice, and receive a boost in confidence that encourages them to pursue their learning of languages in all areas of their personal and professional development.

Evidence of actual outcomes:

The project stems from prolonged and in-depth consultation between senior figures in Cardiff School of European Studies and Caldicot School. A series of meetings have allowed us to identify the extensive synergies between our needs and means in order to create highly employable, internationalised students. Euros is currently funding a part-time languages mentor post in Caldicot. The post holder serves as an essential conduit between the two institutions, ensuring that very real consultation continues to inform all stages of the project's development. The project offers highly employable, practical experience to both sets of students in question. It enables secondary school students to improve the practical linguistic skills and cultural awareness so key to the discipline. It allows them, in a peer-driven context, to hone their self-correction skills and provides them, in the form of the buddy's year-abroad experiences and career plans, with a real sense of the opportunities afforded by the study of Modern Foreign Languages. The practical experience the buddy scheme offers the University students is equally precious. They benefit from closely mentored work experience in a classroom context. The scheme allows them to utilise and hone their own linguistic and cultural skills as they work to improve those of others. It allows them to put into practice all that they have learned at Cardiff University and abroad in a placement that adds to and informs their career choices. Students embarking on the scheme will also gain the necessary school placement prerequisite for entry into PGCE.

The scheme will also directly benefit staff from the host institution whose task is to co-ordinate how the buddy interacts with pupils, and will contribute to the provision of modern foreign languages within Caldicot School.

Reflection/impact:

As mentioned above, the project is born of in-depth consultation between Caldicot School and Cardiff University and driven by the shared needs of both institutions to increase the employability of their students in the best possible international context. This co-operation between the School of European Studies and a secondary school is an original innovation as the buddy scheme engages students in the most direct manner by creating exciting opportunities for them to gain mentored language teaching experience. The project is based on the latest pedagogical writing research. The University students involved will not only receive training and guidance from both Cardiff and Caldicot, they will also be required to reflect, in theoretical terms, on the placement/classes they undertake. Evaluation has been built in at all levels of the project. The designated project leaders in Caldicot and Euros will consult on a monthly basis to ensure the project's maximum success. The Caldicot languages mentor will evaluate the progress and priorities of both sets of the students involved. The Euros students will evaluate their own experience in their teaching diaries and final reports and the Caldicot students in class questionnaires.

Supporting Computer Clubs for Girls

(case study SM9)

Contact Name: Dr. Nik Whitehead

Email: nicola.whitehead@smu.ac.uk

Phone: 01792 481133

Institution: Swansea Metropolitan University

Address: Mount Pleasant, Swansea SA1 6ED

Key words: employability, live project, collaboration with schools, volunteering, community engagement.

How the initiative was introduced:

On one programme (the Computer Science portfolio).

Aim:

To provide students with an interest in teaching and user support a chance to volunteer in a support role with local primary and secondary schools supporting the Computer Club for Girls programme.

Description/approach:

Computer Clubs for Girls (<http://www.CC4G.net>) is a programme run by e-skills that aims to provide the electronic resources necessary for three local primary and secondary schools to run after-school computing clubs for girls with the aim of fostering their interest in computing. Final-year Computer Science students, many of whom have an interest in going into teaching or training after they complete their degrees, volunteer to work with the schools at the clubs, acting as classroom assistants with a high degree of technical knowledge in order to support the students.

Anticipated outcomes:

Students involved in the project will gain valuable teaching experience that will support their applications for teacher-training courses and user support jobs. Schools will have extra resources for the teaching of computing.

Evidence of actual outcomes:

The scheme is currently in its early stages but several third-year students have been lined up to work with the local schools to support the CC4G programme. These are students who are considering teaching or training as a profession and who want to get some hands-on experience of the sector before applying for training courses. It is expected that these students will be interviewed about their experiences so as to encourage further students to get involved in the programme in future years.

Reflection/impact:

The opportunity to engage with an external/professional context that is outside the University but supported within the educational framework provides a valuable learning experience for the students, while also gaining useful insights into the day-to-day activities of their future career prior to graduation. It is also hoped that this will lead to closer links with local schools and, eventually, help increase the number of girls studying IT at higher levels.

Community Counselling Service

(case study SMI I)

Contact Name: Carol Hughes
Email: carol.hughess@smu.ac.uk
Phone: 01792 481000
Institution: Swansea Metropolitan University
Address: Centre for Psychology and Counselling

Key words: employability, student/staff collaboration, counselling practice.

How the initiative was introduced:

In the Centre for Psychology and Counselling.

Aim:

To enhance trainee counsellors' learning for employment and improving employability by closing the gap between counselling trainee and professional counsellor.

Description/approach:

The Centre for Psychology and Counselling is set to undertake a collaborative venture with the local community and a national charity to offer counselling that will be undertaken by the Postgraduate Diploma in Counselling students who have achieved fitness to practice. To this end, a Community Counselling Service (CCS) will be established at Swansea Metropolitan University (SMU). This initiative will ensure that students will be fully involved at all stages of the establishment, organisation and running (with professional help and supervision) of the CCS: a 'learning for employment' partnership between staff and students. Counselling trainees have to evidence many hours of client work prior to qualification and this work is usually undertaken, alongside training, as a volunteer through counselling placements in external counselling agencies. Consequently, the counselling placement is an integral part of counsellor training; a cornerstone of a student's striving for employment and the CCS will link 'placement' to 'training establishment'. Students will experience all aspects of providing a counselling service.

All student counsellors will have monthly clinical supervision in line with the British Association of Counsellors and Psychologists (BACP) guidelines. The CCS will be monitored and supported by departmental staff who will model good practice, will be closely involved with all activities of the CCS and will mentor students in issues that fall outside clinical supervision. Contact with external agencies offers potential links for future collaborative ventures. The main challenge envisaged is securing appropriate levels of funding to maintain running costs.

Anticipated outcomes:

The CCS will offer free counselling; thus strengthening links between University and community. People who would not otherwise be able to access/pay for counselling (demand) will be brought together with student volunteers (supply) who have achieved 'readiness to practice', yet need to work with real clients, with real problems, prior to qualification/employment. Students will experience duties

and responsibilities, alongside training, in a professional environment. This will enable them to fulfil their practice hours necessary for qualification and will facilitate transferable employability skills. The CCS will provide therapeutic, organisational/ administrative and entrepreneurial experience, which will enhance students' practice and contextual skills. Students will also network with volunteers in various counselling placements and liaise with other professionals and stakeholders. The CCS will be a resource developed for students, by students. This project will also help SMU and possibly other universities become more aware of the information, preparation, core skills and competencies students need before starting a placement and better understand the support students need while on placement; thus improving and expanding counsellor training and employability throughout the profession.

Evidence of actual outcomes:

Data collected during this process will eventually support and aid process and outcome research. Accordingly, the CCS will instil a research culture within students, encouraging them to develop new ideas and concepts, thus raising the profile of counselling, benefiting the profession and widening employment opportunities

Reflection/impact:

This project will be an innovative development in learning for employment that will improve student learning experiences and has potential for sector-wide impact, with anticipated output benefiting the profession, SMU, and other universities and communities. This project will be an excellent example of 'learning for employment' in action as students will experience skills acquired from their formal learning come to life within a real-life working situation.

School of Sport Student Volunteering module

(case study CM6)

Contact Name: Melissa Anderson
Email: manderson@cardiffmet.ac.uk
Phone: 02920 417264
Institution: Cardiff Metropolitan University
Address: Cyncoed Campus

Key words: key skills, reflection, volunteering, employability.

How the initiative was introduced:

Within the Cardiff School of Sport the module is compulsory to those students undertaking BSc (Hons) Sport Coaching and optional for those enrolled on BSc (Hons) Sport Management, BSc (Hons) Sport Conditioning, Rehabilitation and Massage, BSc (Hons) Sport Development and BSc (Hons) Sport and Physical Education. It regularly attracts approximately 200 students per year.

Aims:

The mission of the Cardiff School of Sport (CSS) is to deliver high quality, vocationally relevant sport-related courses and in doing so produce graduates with transferable skills that are valued in the modern workplace (UWIC, 2010). In line with this the School has adapted and developed the generic Cardiff Metropolitan University Student Volunteering module. This requires students to undertake 40 hours of voluntary work in an environment linked to their programme of study. The key objectives of this module are to broaden students' experience, develop personal and professional skills, enhance students' employability and improve students' ability to reflect on and evaluate their skills and knowledge identifying areas of strength and those in need of further development.

Description/approach:

In order to place the students successfully, partnerships have been established with approximately 30 organisations in South Wales. These include: schools, local authority sport development units, sports clubs, PPA cover specialists and national governing bodies (NGBs). Cardiff Metropolitan University staff and partner organisations liaise to develop placements suited to achieve the objectives of the module. Students have the opportunity to select one of the placements with a partner organisation or identify and arrange their own placement with an alternative organisation (although alternative placements must fulfil specific criteria to ensure that the learning outcomes of the module are adhered to). Given the range of degree programmes undertaken by the students enrolled on the module, it is essential that a wide range of placements are secured, allowing students the opportunity to test their skills in real-life situations, develop a realistic understanding of the workplace and gain experience that will assist in identifying possible career pathways. Key factors that have contributed to the success of the module to date include: the requirement for students to reflect upon key transferable skills (which has encouraged engagement and personal development); the use of guest lecturers from key sporting organisations such as sports councils and NGBs of sport (which helps to provide authenticity and contextualisation to the module); and building

and maintaining relationships with partner organisations. This module forms part of the second year of undergraduate study (Level 5) and students have a formal opportunity to take their experience further by opting to take the CSS Work Experience module in Year 3 (Level 6).

Reflection on the development of key skills is required throughout the module; students are required to complete a reflective log and to liaise with their tutor to identify key areas for further development, to ensure a continued focus upon key interpersonal skills and personal development. It is important that students are not only provided with a work experience opportunity, but that they can demonstrate that they have learned from it and developed key transferable skills, for example communication and leadership, as a result of this experience. Thus, reflective practice plays a critical part in the module.

Anticipated outcomes:

- student reflection on key transferable skills;
- networking and workplace opportunities for students;
- authenticity and contextualisation provided by guest speakers;
- building and maintaining relationships with partner organisations.

Evidence of actual outcomes:

Opportunity to combine academic theory and practical experience: Students and employers perceive the Student Volunteering module to be successful in relation to providing essential 'added value' to the programmes being offered at Cardiff Metropolitan University, as it provides a formal opportunity for students to take up volunteering opportunities and encourages those who may not have considered such an opportunity previously. A local-authority-based Coaching and Workforce Development Officer emphasised this as she discussed how a number of Cardiff Metropolitan University students:

Have had the opportunity to gain experience in a variety of environments including coaching, volunteering, project work and event support ... and have gained practical skills in dealing with the day-to-day issues ... giving them the practical skills to match the theoretical studies in university and allowing them to demonstrate their capabilities within the workplace.

Key skills development:

The Student Volunteering module was endorsed by all employers as an excellent opportunity for students to develop their key transferable skills. Well-developed communication skills, negotiation skills, conflict management skills and the ability to work independently were identified as key to gaining future employment in sport and leisure. All former students recognised the value of this 'hands on' experience in relation to the development of key and transferable skills. One student illustrated this point by stating that the softer skills gained through the coaching experience, such as communication skills, people management and planning skills helped him greatly in securing a postgraduate voluntary placement. However, there was also an appreciation that the development of these skills was not only relevant to a career in sport. Indeed, one student stated that the placement had enabled him to become a 'more rounded individual' as he could have gone down any employment route and would still have needed teamwork, the ability to work on his own and sound communication skills.

Networking and further opportunities: The experiences undertaken as part of this module also provide students with networking opportunities and key links that further provide a platform for additional voluntary work, paid work or training opportunities. Although paid opportunities in sport development and coaching are dependent upon specific project funding, and may be limited if students do not hold a NGB Level 2 coaching qualification, in some instances the placement secured as part of this module has led directly to a graduate's first professional position. This benefit was clearly recognised by all of those interviewed, as illustrated by one local authority Sport Development Officer:

This is a real opportunity for [students] to get a foot through the door. Traditionally, local authorities have gone to people they know with entry level jobs ... knowing people face-to-face will get [students] a lot further.

Reflection/impact:

Given the diversity of the students enrolled on the module and the challenging learning and teaching objectives, a number of difficulties, which are listed below, have been faced:

- The intricacies associated with developing autonomous, independent learners and ensuring students meet the identified learning outcomes of the module. One employer identified the potential difficulty of working with a student “who has not really learned how to use their initiative ... as it takes an officer's time to chase them up”. However, all employers identified the placement as a clear opportunity for students to develop initiative and time management skills.
- The difficulties experienced by students in balancing their academic studies, sporting activities, paid work and voluntary placements. The employers interviewed as part of this case study understood the demands placed upon students. They also recognised that there was a need for placement organisations to offer a wide range of opportunities, for them to liaise with students and identify their personal aims, but also stressed the need for students to demonstrate initiative and to actively seek out opportunities that will set them apart from the rest of the crowd.
- Ensuring that placement organisations are able to provide a rich and realistic experience for the students and that the partnership is of mutual benefit to both the students and the organisation. However, this can be minimised if the placement organisation understands what Cardiff Metropolitan University expects in relation to student engagement and development. In addition, as one of the employers in the case study revealed, clear communication between the line manager and the student volunteer is crucial in identifying what the students want from the work experience and also what the organisation want to gain. These issues can be clarified through a three-way placement agreement between the institution, the student and the placement organisation.

Working with parents: trainee teachers and the community

(case study N4)

Contact Names: Karen Morris, Barbara Kurzik and Liz Barry

Email: karen.morris@newport.ac.uk

Phone: 01633 432124

Institution: University of Wales, Newport

Address: Caerleon Campus, Newport NP18 3QT

Key words: trainee teachers, collaboration with children, community, schools, and parents.

Aim:

To enhance trainee teachers' awareness of links with the community and with parents and how these impact on children's learning.

Description/approach:

A statutory requirement for initial teacher training is professional experience, most of which happens in school settings. Professional requirements allow for alternative placements in related provision for a small proportion of practical experiences. In the BA (Hons) Primary Studies programme at the University of Wales, Newport some final-year trainee teachers spend part of their placement time in a community-based integrated children's centre. This provides them with enhancement to their professional training in the form of: understanding community needs; collaborating with parents in children's learning and development; and working with a range of other professionals involved with learners. As there is a well-evidenced causal relationship between parental involvement in school and impact on children's progress, this activity is judged to be very worthwhile.

Anticipated outcomes:

- trainee teachers will understand the significant of the impact of parents and community on children's learning and progress;
- trainee teachers will develop their abilities to collaborate with parents and a range of professionals involved with children's learning and progress;
- trainee teachers will further refine skills of communication, negotiation and interpersonal relationships, which will enhance employability prospects.

Evidence of actual outcomes:

Evaluations of this placement have indicated that trainee teachers gain much from the experiences that enhance their career prospects and their ability to operate effectively as practitioners.

Reflection/impact:

Trainee teachers develop skills of reflection routinely during programmes of initial teacher training. Opportunities to extend these reflections to include recognition of the impact of others (parents and the community) on children are enhanced through the alternative placement in the integrated children's centre. The Welsh Government is committed to interventions that narrow the attainment gap for children in areas of socio-economic need and involvement of the community-based centres is one such intervention. Trainee teachers benefit from this enrichment to their professional training.

Problem Solver Initiative: Aberystwyth Magistrates' Court

(case study A4)

Contact Name: Beverley Herring

Email: bch@aber.ac.uk

Phone: 01970 628498

Institution: Aberystwyth University

Address: Careers Service, The Union, Penglais, Aberystwyth SY23

Key words: confidence building, career insight/awareness, raised employability, skills development, opportunity to expand professional network.

How the initiative was introduced:

The initiative is unique to the Law and Criminology Department at Aberystwyth University, but was introduced as part of a wider scheme – the GO Wales programme. GO Wales Work Tasters are short periods of unpaid work shadowing aimed at raising the level of commercial awareness in students and graduates, supporting career direction and building on skill development.

Aim:

The Problem Solver Initiative is run competitively through the Law and Criminology Department at Aberystwyth University and in conjunction with the local Magistrates' Court and a wider court service project and targets penultimate and final-year students. This initiative is now in its second year having passed the probation pilot year with flying colours.

Description/approach:

The initiative seeks to take a proactive understanding of the wide variety of roles involved in the running of the Magistrates' Court and its approach towards building key relationships with community support in court. Aberystwyth University students engaging in the scheme have been outstanding as pioneers in supporting an initiative aimed at tackling the growing issue of repeat minor offending. The students attend court on a Wednesday morning on a five-weekly rota basis and work closely with a variety of court users – court officials and staff (including local solicitors), voluntary support organisations, offenders, victims and family members of both sides.

Anticipated outcomes:

Students will benefit from the wider opportunity of engaging within the court professional network. Insights are provided into a range of career roles and opportunities that may positively influence future career decisions. There are opportunities to information interview, enhance their own employability by gaining valuable experience and develop and improve a range of skills including confidence in communicating with a range of individuals, negotiation skills, team working and making independent decisions. Opportunities have also arisen for individuals to gain further varying experiences within this field. Aberystwyth University Law students have previously struggled to find relevant work experience in the local area due to the often confidential nature of work involved.

Evidence of actual outcomes:

In the recent Court User Meeting – Aberystwyth University and the Law and Criminology students engaged in the Problem Solver Initiative were highly commended for their contribution towards reducing the overall level of repeat offending. All in court felt the initiative had a strong impact and the scheme was placed as high priority for court support with indefinite continuation. Those students who took part found it highly beneficial, a number moved on to other schemes related to the court namely the appropriate adult scheme with the youth offending service and volunteering with the probation service. One member chose to continue problem solving for a second year supporting the training of seven new participants and sitting on the Court User Meetings as Problem Solver representative along with a member of Careers Service staff.

Reflection/impact:

The Problem Solver Initiative has built up a good relationship between the University, students, Magistrates' Court, local solicitors, police, youth offending team, probation service, community support groups (involved in supporting those with financial, alcohol, drugs, housing, mental health and other issues) and the local community. In turn, these have had a positive impact on opening up further valuable work experience opportunities for our students and graduates. In an area such as Aberystwyth, a seaside town located in west Wales with a majority SME employer profile and a student population that equate to half the number of local inhabitants – building these links has been vital towards opening up opportunities and has been significant in creating opportunities for our Law and Criminology students to learn for employment.

Live design

(case study CM12)

Contact Name: Olwen Moseley

Email: omooseley@cardiffmet.ac.uk

Phone: 02920 417204

Institution: Cardiff Metropolitan University

Address: Western Avenue, Cardiff CF5 2YB

Key words: live design, experiential learning

Aim:

To provide Graphic Communication students with the opportunity to work on a live design project in a realistic scenario with an external client mentored by the local design community. This is valuable in fostering a good collaborative relationship with industry and gives students the opportunity to build support and industry networks and employment opportunities.

Description/approach:

Over the last ten years this project has undergone some changes and iterations, addressing some issues that were identified from feedback from students, staff and external examiners. Previously several briefs were sourced from a number of organisations – through enquiries, personal contacts, the media trust, internal department or University requests – or a variety of briefs were set by design companies. In its latest iteration one brief has been set by a client in collaboration with the module leader. Mostly the enquiries were from charities or community groups. The course takes the view that anyone who should, or has the means to, pay for a professional design solution is directed to local design professionals. If the course undertakes work that should be handled by industry we are likely to undermine the fee structuring and therefore the professionalisation of the design industry. We're also dependent on support from that design community as partners and employers.

More recently a single brief has been sourced from a client with an aspirational ongoing communication issue that could turn into an implementable outcome needing industry input. It is worked on with groups of four or five students with eight mentor companies. The mentoring design companies are happy to be involved since they then build a relationship with the client too and are well positioned to continue that working relationship. They also get to meet potential employees through their close contact with the students. The best briefs are those where a client comes with a problem rather than a solution and at Level 4 the briefs need to be of sufficient complexity to be a challenge. At this early stage of negotiation between the module leader and the client and the mentors, an agreement is sent outlining the process, expectations and limitations. Students work in groups for the duration of the project. Team-building exercises are undertaken and students are asked to evaluate their strengths and skills, and evaluate these again at the end of the module.

The project is briefed by the client to the group of students and the mentors. Students are required to take a verbal briefing. They fill out a briefing sheet, prepare written brief, reflecting/clarifying needs, and draw up a schedule. They undertake the necessary research and as a team discuss approaches and produce ideas.

A research/insight presentation to the client follows, which includes a suggestion of creative approach; creative solutions are then generated and evaluated. Each group decides on one idea to take forward and develop. Group tutorials and mentor meetings are negotiated and organised by the group. The final solutions are presented to peers, the client and the mentors. All students keep a personal time sheet during the project. The group is responsible for liaising and communicating with the client, arranging meetings, and generally managing the work. Each student is required to complete a confidential 'peer assessment' of other group members and themselves, which allows assessment based on a deeper insight into the group dynamic and transferable skills. Typical briefs include: addressing the inward bound passenger experience at Cardiff Airport: how do you know you're in Wales?; how do you brand a country?; and working with Cardiff Council transport team to encourage behaviour change in the travelling public, shifting car users to alternative modes of travel.

Anticipated outcomes:

- the maintenance of good relationships with selected design practices thereby gaining insight into employment climate and requirements to inform course development;
- an increase in graduate placements, internships and employment and enhancement of the university and course reputation with client groups.

Evidence of actual outcomes:

Client and mentor feedback is very positive. Clients' expectations are usually exceeded. Mentors report enjoying the interaction, agree to re-engage and maintain a relationship with individual students. Students give similar feedback, regardless of the scenario. Their feedback has always been predominantly positive.

Reflection/impact:

For the last couple of years we have chosen to work with one client and several design studios rather than directly with several clients on varied briefs, or with a design studio setting the brief and role playing the 'client'. All variants have positive and negative aspects.

The experience is meant as much as possible to mimic the experience of a junior designer in a studio, with either the tutor or the mentor as the studio manager directing the progress in the case of external client briefs, or with the design company representative playing both that role and the client role in the design company scenario.

Suitable briefs: ensuring that each group has a suitable brief that is challenging and realistic. One common brief is easier to negotiate and develop between the client and module leader prior to the start of the period.

Parity between briefs: With multiple briefs there have been problems with students perceiving one brief as more interesting or creative than another. This is usually solved by pointing out that they have no autonomy of choice in the real world and that each problem has its own particular challenge.

Clients choosing 'bad' design: When several students are presenting roughs to a client, depending on the skill of the presenter, clients (as is true in professional situations) cannot always be relied upon to see the potential of some ideas over others. This can provide an opportunity to reflect on presentation skills and the dilemma of showing multiple solutions versus a pared back limited range of the best work. In the design studio scenario, each student is counselled on which direction to pursue. Having a steer from a 'professional designer' sometimes carries more weight than tutorial advice even if it's the same.

Unknown Pleasures

(case study SM2)

Contact Name: Jason Benson
Email: jason.benson@smu.ac.uk
Phone: 01792 482077
Institution: Swansea Metropolitan University
Address: Swansea Metropolitan University

Key words: drama and theatre, technical theatre, arts management, directing, professional and experiential, graduate opportunities.

How the initiative was introduced:

A partnership between SMU and Welsh industry theatre professionals to encourage experimental theatre practice was introduced in 2008. It's available to final-year students studying Theatre and recent graduates.

Aim:

To offer industry experience to final-year undergraduate students and offer employment opportunities for recent graduates to work on experimental performance practice. The initiative bridges the gap between educative and industry practice. It will provide students and recent graduates with suitable professional platforms to develop their careers

Description/approach:

Unknown Pleasures was set up in 2008 as a bold new venture in modern theatre. The original partners were Volcano Theatre Company, Taliesin Arts Centre and Swansea Metropolitan University. Volcano Theatre are no longer artists in residence at SMU, but Taliesin and SMU continue to run this innovative partnership, which seeks to bring together Wales' finest artists and its best emerging talents to create adventurous new work. "Unknown Pleasures aims to nurture and inspire the next generation of theatre performers and spread the tentacles of risk and creativity across Wales and beyond!" Each year the project has become more successful and it is a unique fusion of professional exploration and student engagement. Each year a different professional artist is approached, their remit is to create experimental innovative theatre. Therefore they are already being encouraged to take creative risks which rub off on the students connected with the project. The practitioners run a week of workshops with students who wish to be associated with the project. This offers all students from the final year an opportunity to at least gain some valuable experience with the professional practitioner. This in itself has had a lasting impression on many students regardless of whether they make it through to the production. At the end of this week the practitioner is free to select the students that they wish to work with on the project. There is no pressure on the practitioner to select anyone that they feel is not right for the project, ensuring the creative integrity of the work. This is not a student production with a professional guest director; this is a professional project that seeks to use emerging practitioners.

The numbers of students involved in Unknown Pleasures has varied dependent on the nature of the creative work, the practitioner involved and the level and ability of the range of student cohorts. However, the diverse opportunities that final-year students have experienced include: performer; assistant to the director; assistant designer; assistant to the designer; stage manager; assistant production manager; and marketing co-ordinator. Further to the roles undertaken by the undergraduate students, there are also opportunities for recent graduates. This has so far been in the capacity of design and technical roles where they have been required to enhance their skills further by managing current students.

Anticipated outcomes:

- increased level of confidence;
- strengthened CV/portfolio of work;
- experiential opportunities of working with a highly regarded professional practitioner;
- experience of professional practice in a highly competitive environment;
- connection between undergraduates, graduates and professionals.

Evidence of actual outcomes:

Students involved in UP have gone on to set up own performance companies, worked again with the professional practitioners in subsequent projects, and been given a kick start to become practitioners in their own right.

Reflection/impact:

For both recent graduates and undergraduates the advantages of being part of such a venture are many. It offers them genuine experience of an experimental process which in itself is not always widely available; the opportunity to work with a top name from the Welsh theatre scene is brilliant in fostering confidence, self-belief, inspiration, professional profile, professional discipline and links to networking opportunities. Working alongside industry professionals such as designers, production managers, actors, writers on a daily basis over a number of intense weeks gives them vital experience in assessing the reality of their position in the industry. Further to this is the significant role that Taliesin have in being a leader in the region for fostering and encouraging creative artistic practice. Not only do they provide a platform for the work in a professional environment, but the breadth of their audience and reputation of the venue serve to strengthen the project and the professional worth and value for all concerned.

Overall the benefit for students and recent graduates in being part of this process at any point is an increase in employability. This is not just explained by the fact that previous participants have gone on to be successfully employed by professionals after the event, but also in offering inspiration and encouragement for graduates to go on and make their own work. Shellshock Theatre are a Swansea-based performance company. The founder members were part of the cohort involved in the first Unknown Pleasures project in 2008. Sian Stuttard was not successful in being selected for the project, yet she was so inspired by the week of workshops that she set up her own performance project that ran at the same time as the UP production. This launched the theatre company who have gone from strength

to strength gaining a strong reputation including acknowledgement by National Theatre Wales. Other students in other years have even been re-employed by the professional practitioner they worked with on subsequent projects.

Although in an education environment tutors can seek to instil an understanding of professional values and industry practice, there is still a gap between this and the real thing. Unknown Pleasures certainly fills this gap, offering professional practice with inventive and innovative professionals while also offering the support of the education environment. For the first time on the programme they are treated as emerging professionals rather than students and with this comes the demand of professional standards and attitudes, not enforced by tutors, however, but by the professionals themselves.

Production Based Project

(case study SM10)

Contact Name: Rob Jones

Email: Robert.jones1@smu.ac.uk

Phone: 01792 481000

Institution: Swansea Metropolitan University

Address: School of Digital Media, FADE, Mount Pleasant, Swansea SA1 6ED

Key words: VFX industry, production, pipeline and custom tools, R&D, scripting.

How the initiative was introduced:

On the BSc 3D Computer Animation award in the School of Digital Media.

Aim:

To provide the students with the opportunity to base their final-year Major Projects within the context of production and develop innovative tools or techniques to solve a specific aesthetic or technical challenge.

Description/approach:

The 'Production Based Project' (BSc Major Project) provides a learning experience where the students are asked to instigate their future careers (within the supportive framework of their degree programme) by approaching potential clients and proposing employment opportunities. In the past students have been in touch with VFX and post-production companies with regard to targeting specific production challenges, which has led to the identification of potential areas for research and exploration. The emphasis of this project is to ask the students to research, consider and then negotiate with employers for opportunities related to their particular specialism within the context of VFX/3D computer animation.

The requirement for agreed student proposals and the monitoring of project development through tutorial support ensure relevance of learning for employment. Challenges include the students establishing positive links with external partners; however, it is this challenge that makes the project an extremely useful learning experience. Contact with successful graduates from each programme offer potential links for future external project collaboration. Raising awareness of the transition from personal creative work to future employment opportunities presents a valuable experience of learning for employment

Anticipated outcomes:

- identification of potential areas for research and creative development within the context of their chosen specialism;
- developing and producing an innovative solution to a specific production challenge;
- developing communication skills and articulate approaches, ideas and the resolution of the project demonstrating reflection on both personal and external influences;
- testing and selecting materials, processes and environments appropriate to personal and external requirements;
- production of a technical paper that may be submitted to conferences such as FMX who provide opportunities for 'junior researchers' to present their work.

Evidence of actual outcomes:

The project has resulted in students gaining relevant production experience as well as leading directly to full-time employment after graduation.

Reflection/impact:

The opportunity to engage with an external/professional context that is self-negotiated but supported within the educational framework provides a valuable learning experience for the students, while also instigating their future career prior to graduation.



Section 2: Careers awareness and application skills

A great deal has been written about career development and the value of graduates acquiring the skills and confidence to manage their careers (Watts, 2006; Evans, 2008). The importance of the career building process and the development of associated skills has been generally accepted; however, the support to gain such skills was, until relatively recently, not seen as central to the main purpose of a university education. This is no longer the case and career development education is a key aspect of the learning and teaching curriculum. The delivery of career development learning can take a number of different forms with different implications for the respective roles of the careers service and teaching departments. Whether such learning is embedded in curricula, forms a separate module or is an extra-curricular activity, the case studies in this section demonstrate that career development skills are widely promoted in Welsh institutions.

The growth of personal development planning (PDP) as “a structured and supported process undertaken by a learner to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development” (QAA, 2009) has been significant in raising the profile of career development skills and study N5 shows how the mapping of strengths onto a PDP supports students in the acquisition of skills. Study N7 also describes a PDP module that is part of a foundation degree and study A6 provides an example of how one PDP initiative has involved close collaboration between careers and academic staff. The use of an e-careers module for professional development in a School of Education similarly required joint working and a collaborative approach between academic staff and the careers department (study CM5).

Collaborative working is also evident in the development of an assessment focused on researching careers opportunities (study A1), while another module in a Faculty of Art and Design provides an opportunity for students to make an artist pack that “promotes them to the outside world” (study SM5). Understanding of this ‘outside’ world and the recruitment process is developed in the initiative described in study C8 and in the ‘Year in Employment Scheme’ described in study A5.

Finally, the recognition of such skills and understanding can usefully lead to a university award such as the one developed by Cardiff University and supported by graduate recruiters (study C1). The Bangor award described in study B1 and the ‘Glam Edge’ initiative (study G10) both also aim to help graduates develop a range of skills via extra-curricular and co-curricular activity.

Newport BA (Hons) Education employability

(case study N5)

Contact Name: Jane Newby
Email: jane.newby@newport.ac.uk
Phone: 01633 435240
Institution: University of Wales, Newport
Address: Lodge Road, Caerleon NP18 3QT

Key words: employability skills, group work, team roles, reflection.

How the initiative was introduced:

The initiative has been introduced to one module on the BA (Hons) Education, Education Studies, Early Years and Inclusive Education pathways as part of the Professional Practice module in Years 2 and 3.

Aim:

The project aims to implement and evaluate newly revised assessment criteria to support employability skills for students in Years 2 and 3 on the BA (Hons) Education programme at the UWN.

Description/approach:

The result of research previously conducted suggested that the student experience on the BA (Hons) Education programme was closely linked to the quality of the experience within the placement setting. Settings provide placement opportunities on a voluntary basis and there is a variation of student experience. The project objectives are to devise new forms of delivery and assessment criteria that will allow the student to engage in an innovative learning opportunity simulating the workplace experience. The students are allocated into groups and have to devise a work-related scenario (planning an information evening for parents, organising a fund raising event, etc). While undertaking the project, the groups are presented with information to support their awareness of personal strengths, group roles, group dynamics and group development. The student is required to submit a series of assessment and reflective responses that will be collated and mapped into a personal development plan.

Anticipated outcomes:

The benefits to students will be:

- a more uniform approach to the acquisition of employment-related skills (irrespective of placement);
- a progressive development of skills, knowledge and attributes (Years 2-3);
- a clear assimilation of theory and practice;
- identification of individual strengths and weaknesses, mapped into a personal/professional development plan;

- confidence about accessing services within the Careers Department;
- identification of the transferability of skills into the workplace;
- support for the development of a confident individual who is clearly able to articulate their achievements and skills both orally and through a written response/job applications.

The benefits to staff will be:

- motivated and focused learners;
- assessment criteria that is innovative and thought provoking;
- confident learners who have developed a range of skills and attributes and are able to fully engage with learning opportunities;
- inter-departmental working – i.e. CDEL, Careers Department – supporting greater collaboration and utilisation of resources.

PDP in Business Practice

(case study N7)

Contact Name: Lloyd Williams

Email: lloyd.williams1@newport.ac.uk

Phone: 01633 435290

Institution: University of Wales, Newport

Address: Careers and Employability Service, Caerleon Campus, Lodge Road, Caerleon, Newport NP18 3QT

Key words: personal development planning, accredited module, community learning/delivery, e-portfolio, careers delivery.

How the initiative was introduced:

PDP ten-credit unit (Level 4) as part of Foundation Degree in Business Practice.

Aim:

The module seeks to empower students, through self-reflection and self-assessment, to identify and appreciate personal attributes and skills and to apply that self-knowledge to maximise potential through effective planning of own learning and career development. This module has been developed in recognition of the significant number of students accessing the programme who are looking at making significant career advancements either during or upon completion of the foundation degree award. It also contributes to the University's employability agenda and is integral to the University's commitment to introduce personal development planning into the curriculum.

Description/approach:

Through a seminar series the module will:

- enable students to articulate goals through effective personal, academic and career decision making;
- explore and evaluate theoretical debate and notions of work, employability, transition, learning styles, transferable skills, motivation and career choice;
- raise levels of student 'self-awareness', confidence, motivation and self-esteem;
- enable students to appreciate the relevance of their studies to their lives and career options/aspirations;
- assist students to explore and evaluate their attitudes, values and skills in relation to employability and continued lifelong learning.

Anticipated outcomes:

On completion of the module the student should attain learning outcomes and be able to demonstrate the following:

No.	Domain	Description
1	Knowledge	Demonstrate knowledge and understanding of personal development planning, theories of career choice and skills shortages.
2	Research	Retrieve and utilise relevant information from appropriate sources, e.g. textbooks, newspapers, websites, management magazines and some journals.
3	Argument and application	Analyse and interpret own skills, attitudes, values and employability in the context of employer's needs.
4	Communication	Clearly communicate information using a writing style and structure appropriate to the assessment tool and workplace norms. Select appropriate and utilise a range of communication techniques.
5	Contribution and reflection	Begin to work autonomously and reflect through self-appraisal. Develop student self-awareness in relation to managing themselves and their skill development requirements.
6	Practical	Demonstrate relevant practical academic and business skills, e.g. personal career plan and CV.

Formative assessments are integral to the module delivery and will form the basis of tutorial meetings. This will include feedback to students on their contributions to discussions, their personal development plans and the development of curriculum vitae. There will be two summative assessments: a written assignment of 1,750 words, the title of which is negotiable and agreed upon prior to commencement of task (70% weighting towards overall module grade); a reflective commentary of 750 words on the individual personal development plan (30% weighting towards overall module grade).

Evidence of actual outcomes:

Student evaluation is undertaken in accordance with the University of Wales, Newport's annual monitoring and evaluation procedures and relevant module evaluation forms designed to capture both quantitative and qualitative feedback in order to feed forward for future module and programme development. Students also have the opportunity to offer feedback at regional student meetings and through the University's virtual learning environment to student representatives from across the programme who attend relevant programme and Centre meetings. Due consideration will also be given to quality assurance initiatives developed as part of the UHOVI initiative.

Reflection/impact:

A member of staff has reflected as follows:

The fact I am a career practitioner delivering an academic module ensures a healthy mix of the theoretical and the practical. I am able to give individual insight and advice alongside the exploration of the broader sociology, politics, economics and career choice theory. As well as educating I am also able to help and guide the students, which provides an additional 'soft' outcome from this personal development module. This module is a work in progress and I will have completed the first run by Xmas, when I would hope to get some student evaluation. I will then amend the module on the basis of feedback and my own assumptions around what has worked and what hasn't worked. I'm adapting to the pace of these sessions and have sometime overloaded content, which I would spread more evenly next time round. The fact that I am documenting everything on our own MLE means I can constantly add resources as I come across them in my 'day job' as a basis to provide continued information on a topic that evolves and changes daily!

Undergraduate student personal development planning (PDP)

(case study A6)

Contact Name: Julie Keenan
Email: pdpportfolio@aber.ac.uk
Phone: 01970 628689
Institution: Aberystwyth University
Address: Careers Service, Aberystwyth University

Key words: PDP, employability, career development planning, reflective practice.

How the initiative was introduced:

Throughout the institution.

Aim:

The target audience was all undergraduate students across the whole University, all year groups and all subject areas.

Description/approach:

The University was keen to try out a different and more holistic approach to personal development planning (PDP), which enabled students to link directly to carefully chosen online resources to support their reflections on the transition from home to university, study skills, academic work and career planning. This was done via the development of templates in a wiki located in the AberLearn Blackboard VLE, which is now the PDP Portfolio.

Key career management themes were developed by the Reflective Learning Officer relevant to each year of study together with bespoke tutorial and workshop activities that could be adopted by staff to help them embed PDP within the student experience. Students, academic staff and central services contributed their ideas to the development of the PDP Portfolio and as a result more focused support for student academic work and relevant signposting to related central services was built in.

Anticipated outcomes:

Students engage more fully with PDP and staff ensure that opportunities to engage with the PDP Portfolio are embedded within the student experience, thus enabling students to reflect constructively on all activities they undertake to understand how they are developing employability skills.

Evidence of actual outcomes:

All departments across the University have embedded PDP within the student experience. Approaches include linking to various templates within the PDP Portfolio to support learning during work experience placements and using the PDP Portfolio to provide structure for personal tutorials. Students who actively engage with the process are better prepared in producing CVs and application forms and are more able to articulate their experiences in an appropriate manner during interviews.

Reflection/impact:

Staff, students and central services worked together in the development of the PDP Portfolio and this opened up new opportunities for collaborative working and proved influential in taking the project forward and promoting it to staff and students. The online approach enables resources to be regularly updated and students to participate in PDP when, where and how often they want and need to.

Putting employability on the map: using online learning and assessment to promote professional development

(case study CM5)

Contact Name: Tim Palazon

Email: tpalazon@uwic.ac.uk

Phone: ext. 5891

Institution: Cardiff Metropolitan University

Address: Cardiff School of Education, Cyncoed campus,
Cyncoed Road, Cardiff.

Key words: reflection, assessment, employability skills, continuing professional development.

How the initiative was introduced:

Within the Educational Studies programme, which is delivered in association with six different subject pathways, covering three Schools (Sport, Education and Health Sciences).

Aim:

To encourage students through reflective activities and peer feedback to explore career opportunities, identify necessary key skills, and plan future development to enhance their existing skills and promote employability.

Description/approach:

Within CMU, an online, generic 'e-careers' module has been developed by the Careers Unit to enable students to identify and develop key employability skills. To embed this e-module into the programme the School of Education has developed a ten-credit module where students have to utilise the e-module to explore a chosen career pathway, undertake reflective exercises to recognise the skills needed to pursue their chosen field and self-assess in order to plan developmental activities that will place them at the forefront when applying for jobs. To ensure participation and promote their presentation skills second-year students are required to produce a poster for presentation and justification at a student exhibition, where they are required to present their findings and undergo peer review and assessment. Within the poster students are required to:

- identify their chosen field and potential creative alternatives;
- provide a reflection on planning their career;
- identify existing transferable skills together with developmental needs;
- identify career-specific skills and opportunities within the course and outside to develop these further;
- write a key personal statement, which identifies their key selling point for inclusion on a CV;
- identify interview skills and knowledge specific to their chosen field.

Within the presentation students are required to present their plan for continuing professional development and identify opportunities both within the course and beyond that will help them reach their goal. The posters will be reviewed by peers and staff members and will be assessed by academic staff.

Anticipated outcomes:

- raise the profile of employability and get students to think about and explore future career opportunities;
- embed employability within the curriculum;
- start students thinking about career opportunities in a creative way at an early stage of the course by identifying their key skills, hopes and aspirations;
- promote peer tutoring and feedback;
- enhance presentation skills (both visual and oral);
- develop reflective practice.

Evidence of actual outcomes:

Will be available by April 2012.

Reflection/impact:

Will be available by April 2012.

Assessment activity for final-year students in the Department of Sport and Exercise Science

(case study AI)

Contact Name: Chris Morris-Thornton
Email: chl@aber.ac.uk
Phone: 01970 628670
Institution: Aberystwyth University
Address: Penglais Aberystwyth SY23 3DB

Key words: poster presentation, skills, self-marketing, CV, self-confidence, career choice.

How the initiative was introduced:

On a module within the Department of Sport & Exercise Science.

Aim:

To improve the employability of final-year students in Sport and Exercise Science.

Description/approach:

Within the module Applied and Integrated Studies, students have to research careers opportunities and find a real, current job or placement at graduate level appropriate to their career ambitions. Students may actually apply for the role or do a mock application. For assessment, they have to write a professional CV and covering letter and deliver a poster presentation where they demonstrate what they know about the job, how they match the skills and criteria listed and their general suitability and enthusiasm for the role. The department worked closely with the careers service in the design of the assessment activities and there was substantial input by the link careers adviser in the delivery.

Anticipated outcomes:

Students will know and understand how to research different career options and opportunities. It will help them develop the skills of writing effective CVs, letters and applications and they will learn how to market themselves in person. They will also increase their understanding of professional accreditation frameworks. They will also learn how to analyse their skills and match them to a chosen role.

Evidence of actual outcomes:

Consistently good DLHE results from this department and good module marks and feedback forms.

Reflection/impact:

The department reacted specifically to the launch of the institution's employability strategy by revising the module 'Applied and Thematic Studies' and replacing it with 'Applied and Integrated Studies' in order to incorporate much more careers education work and much more input from the link careers adviser.

Marketing, Promotion and Exhibition (Faculty of Art & Design, SMU)

(case study SM5)

Contact Name: Holly Davey

Email: Holly.Davey@smu.ac.uk

Phone: 01792 481021

Institution: Swansea Metropolitan University

Address: Dynevor Centre for Art, Design & Media, Swansea SA1 3EU

Key words: industrial collaboration, creative practice.

How the initiative was introduced:

Throughout all programmes in the Faculty of Art & Design.

Aim:

To provide the students with the experience of engaging their personal creative practice with external clients.

Description/approach:

The Marketing, Promotion and Exhibition module provides a learning experience where the students are asked to produce an artist pack, which includes a business card, online web presence, a CD containing promotional material about their practice as well as a CV of experience. It is a module that encourages them to explore and make an artist pack that promotes them in the outside world to potential curators, gallery managers and commercial employers. This module gives them practical advice and support to help them within their future careers (within the supportive framework of their degree programme) by researching other artists packs, looking at ways of marketing and promotion, the opportunity to meet and have an interview with a professional from the commercial world and researching potential funding opportunities for the future. For instance, in the past students have met with professionals from the Photographers Gallery and Millennium Images Ltd to have the experience of a portfolio interview. The emphasis of this project is to ask the students to research, consider and then develop their own individual style to be able to market and promote themselves after university within a commercial and public sector context.

Monitoring of project development through tutorial support ensures the relevance of learning for employment. The main challenge is to find suitable professional partners who have the time available to participate in the project. Exposing the students to learning situations with professional clients provides very valuable experiences of presenting themselves and their creative work. Bringing these professionals in to work with the students midway through the academic year provides very useful feedback in preparation for the final end-of-year assessment

Anticipated outcomes:

- identifying potential areas for research and creative development within the context of their subject specialism;
- developing and producing an artist pack that reflects their practice and promotes their unique style to the professional world;
- developing communication skills and articulate approaches, ideas and the resolution of the project demonstrating reflection on both personal and external influences;
- testing and selecting materials, processes and environments appropriate to personal and external requirements;
- developing knowledge of complementary business materials and practices relevant to the marketing and promotion of their work.

Evidence of actual outcomes:

The project has resulted in graduates gaining professional opportunities such as being represented by international picture agencies and having their work selected for major exhibitions.

Reflection/impact:

As mentioned above the two-stage assessment process has worked extremely well. Bringing the professional clients in mid-year to provide a fresh formative perspective on the students' practical work gives them the opportunity to reflect and prepare for the subsequent summative assessments at the end of their programme.

Support in application for gap in academic study and the University Partnership Programme (in partnership with the ICAEW)

(case study C8)

Key words: employability skills, self-evaluation, reflection, group consultations.

How the initiative was introduced:

Cardiff Business School for academic year 2011-12 has introduced the option for second-year students on the BSc Business Management degree scheme to undertake a one-year gap in academic study to gain relevant professional work experience that will complement academic studies as well as develop and enhance employability skills. In addition to this second-year students on the two BSc degree schemes Accounting, and Accounting and Finance were also 'invited' to partake in the University Partnership Programme (UPP) in conjunction with the ICAEW (Institute of Chartered Accountants in England and Wales).

Aims:

The key objectives for the project are for students to:

- understand the recruitment process for gap-year opportunities as well as how and where to research;
- become familiar with the key skills and competencies recruiting employers look for;
- self-evaluate and reflect upon their own experiences in and outside of academic study that can add value and complement potential applications;
- identify areas of strength for the recruitment process as well as those that need further development;
- share their experience and knowledge in gap year/UPP applications/ interviews/ assessment centres.

Description/approach:

A gap in academic study and the UPP is not a compulsory component of the degree programmes, hence the placement itself will not contribute to the students overall degree classification. What is promoted, however, is the opportunity for students to build and further enhance work-based skills and competencies that will benefit future graduate employment prospects. Business Management, Accounting, and Accounting and Finance second-year students had a ten-minute presentation delivered by the Business School Career Consultant in lecture time informing them about the option of taking a gap in academic study or the UPP programme. The presentation focused on the importance of employability skills and the value placed upon them by recruiting employers. Both advantages and disadvantages of taking a gap in academic study/UPP were also presented. Students were advised of the value of all work experience, whether paid or unpaid, regardless of job title or job role, and how they can identify transferable key skills from these experiences. All students who were seriously considering taking up a gap in academic study/UPP were to notify tutors so appropriate support, advice and guidance could be

implemented. As a result of these presentations it came to light that approximately 100 students were seriously considering taking a gap in academic study/UPP. Following on from meetings with appropriate academic staff it was agreed that group interviews would take place to accommodate the demand for advice and guidance on the application process and preparation for taking a gap in academic study. Dates and times were arranged to accommodate Business Management students, as well as separate dates and times to accommodate Accounting, and Accounting and Finance students. Where appointments times in the Business School cater for one-to-one interviews, it was agreed that five students at each appointment time would be seen as part of a small group. Instead of booking attendance for these sessions via the Careers and Employability Service online booking system, students were advised to sign up manually on appointment sheets posted on the Career Consultant's door in the Business School. Each interview session for all degree schemes had a 'theme' with the aim of setting goals and helping students move on to their next step. It was not 'compulsory' that students attend all three group interview sessions; appointments were flexible depending on student need. Three sessions were designed to be wholly interactive, asking specific questions for shared responses, and covered the following areas:

- session one: 'How to apply for a gap in academic study/UPP';
- session two: 'Application forms, CVs and competency-based questions';
- session three: 'Interviews and assessment centres'.

Evidence of actual outcomes:

Over the course of the group interview programme students developed:

- an insight and understanding of employability skills and their value to the recruitment process;
- the ability to share ideas in a group setting;
- the ability to reflect on their own experiences outside academic study and how they are of value to employment;
- an understanding of 'transferable' work-based skills and competencies;
- an appreciation to evidence business and commercial awareness within their applications and CVs;
- an understanding of the graduate recruitment process;
- preparation skills for producing targeted applications;
- preparation skills for the interview and assessment centre process.

In addition to the above, during this exercise, one student successfully gained a 12-month placement with the 'Buying Team', and others had successfully reached the online psychometric testing stage of the recruitment process with their chosen employers, one student had two telephone interviews, one with Ernst & Young and the other with Deloitte. Those applying to John Lewis had successfully 'passed' the Talent Screening process and were now completing the second stage of the application process. Those applying to Jaguar Land Rover had also successfully 'passed' the application stage.

Reflection/impact:

At the end of the final group interview students were asked informally to give feedback of their experience, and from this feedback recommendations for next academic year have been discussed with appropriate tutors/academic staff within the Business School. It was felt that the introductory talks to second-year students about the option of taking a gap in academic study or taking part in the UPP programme were delivered too late and that these presentations should take place at the end of their first year of study with the aim of setting 'tasks' over the Summer vacation in preparation for application early second year. Other potential outcomes from the feedback include reintroducing the option of gap in academic study as part of second-year induction process, and group interviews to start earlier in the new academic year so to complement the CMS programme where visiting employers and the Career Consultant for the Business School deliver workshops on 'Business and Commercial Awareness', 'CV Know How' and 'Improving Your Interview Skill', etc.

Year in Employment Scheme (YES)

(case study A5)

Contact Name: Myfanwy Ford

Email: amf@aber.ac.uk

Phone: 01970 622381

Institution: Aberystwyth University

Address: Careers Service, Penglais, Aberystwyth SY23 3DB

Key words: employability, work experience, skills development.

How the initiative was introduced:

Throughout the institution.

Aim:

Allows students not on a formal sandwich course the opportunity to take a year out between their second and final year of any degree scheme to undertake graduate-level work in an organisation in the UK or overseas.

Description/approach:

The scheme is widely advertised (on open days, in departments, in the Careers Service, on the website, in talks, etc.) and interested students are encouraged to discuss their options with an adviser. Permission is obtained from departments for all students registering on the scheme. Help and guidance is given by Careers Service staff on how to find vacancies and information and how to apply for placements. The Careers Service advertises many placement opportunities throughout the year; but it is made clear to students that these are by no means the only opportunities available and that they should cast their net wide in their search for placements.

The process of deciding on career areas of interest, identifying relevant employers and placement vacancies, applying and going for interviews helps students to focus on their longer-term plans and helps all students to prepare for having to do the same thing when seeking post-graduation employment; even those students who do not ultimately take a year out gain from the experience, as they will be familiar with the process when they enter their final year.

Students who obtain placements notify the Careers Service of their success and arrangements are made for them to take the year out. Careers Service and other University staff remain available to assist YES students while they are out on placement if they have any enquiries during the course of the year.

Anticipated outcomes:

The scheme allows students to: make or test decisions about a chosen career path; gain confidence; improve their employability; improve their final examination marks with additional knowledge and skills acquired while on placement; and acquire networking skills. In addition, some may also have the opportunity to: work abroad; gain qualifications; secure the offer of a job after graduation; and carry out research work for their final-year dissertation.

Evidence of actual outcomes:

Year in Employment students return for their final year noticeably more mature and confident and able to contribute effectively to group sessions, as well as performing well in their individual work. They invariably get good degrees and obtain graduate-level work on completing their studies, as clearly evidence by the DLHE statistics.

Reflection/impact:

The Year in Employment Scheme has a huge impact on participating students. They develop additional knowledge and skills, grow in confidence and prove themselves in the workplace, all of which contributes to enhancing their employability and increases their chances of getting a good, graduate-level job after they complete their degree. It also increases their understanding of the world of work and the demands of the modern workplace. They are able to reflect on their experience during the year and articulate clearly the skills and abilities which they now have to offer an employer.

The Cardiff Award

(case study CI)

Contact Name: Kathryn Foot
Email: FootKM@cardiff.ac.uk
Phone: 02920 876945
Institution: Cardiff University
Address: 5 Corbett Road, Cardiff University

Key words: employability, skills development, employer engagement, personal development, work experience, extra-curricular activities.

How the initiative was introduced:

Introduced across the institution (project managed by Careers & Employability), the Cardiff Award is currently in the pilot phase with five schools: Computer Science, English Communications and Philosophy, Business, Social Sciences and Physics. The Award is available to all students from 2012-13 and 57 students have been selected for the pilot. The Award has been developed and received significant support from key graduate recruiters, with Ernst & Young as the principal sponsor.

Aim:

The Cardiff Award provides Cardiff University students with an opportunity to gain official recognition for learning acquired via extra-curricular activities. It aims to improve participants' professionalism and employability, to increase self-awareness of their skills and enable them to articulate these effectively to future recruiters. The Award will complement and enhance learners' university experience and better equip them for graduate employment. Developed and delivered with support from graduate recruiters, the Award addresses the skills gap referred to in recent influential reports by the Confederation of British Industry, Universities UK and the National Union of Students.

Description/approach:

To achieve the Award students must undertake 70 hours of extra-curricular work, which can include:

- sport activities;
- active participation in societies (through positions of responsibility);
- student volunteering (on or off campus);
- academic representation;
- GO Wales Work Tasters;
- casual work through Job shop;
- campus ambassadors/brand managers;
- involvement in student-led services (such as RAG or SHAG);
- part-time work during term-time.

In addition students must attend a number of compulsory and optional workshops that will help them to demonstrate that the Award has developed the following skills: self-management, teamworking, problem solving, business and commercial awareness, and numeracy. This will be verified through completion of a skills audit, an online numeracy test and submission of a CV and employer-style application form that reflects on their key learning and skills development. Participants will also have to deliver a presentation to a panel followed by an interview.

Increased funding will be addressed so the Award can grow; we intend to offer 150 places in 2013-14. Resources for upscaling need to be identified and met through increased sponsorship and core funding.

Anticipated outcomes:

- Upon completion of the Award, participants will:
- demonstrate an explicit understanding of the term 'employability';
- be able to identify the value of extra-curricular activities in developing enhanced employability skills;
- have increased their self-confidence and abilities and be able to state how this has been achieved;
- be able to reflect critically on their performances and identify their independence and self-awareness;
- specify how they have developed the skills sought by employers;
- be able to present and articulate these skills to future recruiters concisely, clearly and appropriately;
- be able to identify how the skills developed in completing the Award contribute to the concepts of lifelong learning and continuing professional development.

The Award will be made on satisfactory demonstration of learning outcomes and clear evidence of the commitment to the learning opportunities

Evidence of actual outcomes:

We are in the pilot year and so do not have actual outcomes at present; however, we are undertaking a long-term impact study, which follows the pilot participants' into employment. The study involves qualitative and quantitative research methods and is being undertaken by academic staff from Social Sciences. To date we have surveyed all 57 participants on their perceptions of employability; the same survey has been undertaken with a cohort of non-award participants so we have a benchmark for comparison. The Award will also be evaluated on an annual basis and the previous findings will be used in the study. Students themselves are required to assess their skills pre- and post-Award.

Reflection/impact:

Not applicable at this stage of the project, but see above for evaluation of pilot.

Bangor Employability Award (BEA)

(case study B1)

Key words: employability, career management, personal development planning, skills and qualities, award, work experience, internships, activities, volunteering, training, representation, enterprise, extra-curricular, co-curricular.

How the initiative was introduced:

The scheme was originally piloted (in 2010-11) with the first-year undergraduate cohorts in three academic schools: the largest school and two of the smallest. However, in addition, a small group of second-year undergraduates expressed a keen interest and were included too. The second pilot year (2011-12) increased the number of participating schools to eight, working with first- and second-year students, and in the third and final pilot year the remaining schools in the institution will be coming on board.

Aim:

Currently for undergraduate students, the Bangor Employability Award aims to:

- provide a core, blended learning programme of personal development planning and career management activities;
- accredit an extensive range of Bangor University students' extra-curricular and co-curricular skills development activities, including work experiences, paid employment, volunteering and training opportunities;
- enhance Bangor University students' knowledge, understanding and practical experiences of the skills, attitudes, behaviours and values vital to professionalism in the graduate workplace;
- guide Bangor University students in identifying and articulating their own skills and qualities, and to provide the opportunity to reflect upon their graduate level attributes.

Description/approach:

The BEA scheme operates in conjunction with the University's academic schools, service departments and Bangor Students' Union, along with private, public and voluntary sector organisations. The first pilot year worked with students in three academic schools and will continue to roll out to the wider institution by 2012-13. The core programme consists of workshops and online sessions to enhance students' career management skills (including CV-writing, interview skills and reasoning tests) and their personal and professional development planning (through reflection, skills analyses and role identification), provided by the careers service, employers and Bangor University alumni. In the activities programme, activities can be chosen (and tailored) from a wide-ranging menu, or suggestions may be considered for inclusion. The value of each activity is determined from various criteria, including the role fulfilled, the duration and commitment level, the range of transferable skills involved, and of course, the perceived value to potential employers. Extra-curricular activities, which may not be formally recognised in the

academic degree programme, but are valuable in the graduate jobs market, are accredited and include: part-time work, placements and internships; volunteering and mentoring; peer guiding and representation; societies and sports clubs; enterprise and innovation; and second languages and skills development

Students' co-curricular activities are also acknowledged (e.g. discipline-specific societies, vocational work experiences, guest lectures, seminars, workshops and conferences), as is the opportunity to reflect upon their curriculum in the context of tangible experiences and scenarios.

Anticipated outcomes:

Students completing the Bangor Employability Award should be able to:

- link together and reflect upon the curricular, co-curricular and extra-curricular aspects of their student experience;
- identify their transferable skills and personal qualities, and articulate them to prospective employers;
- understand the importance of employability, and use career management skills to effectively navigate their chosen career path(s).

Evidence of actual outcomes:

With the scheme running for the entirety of three-year and four-year undergraduate degree programmes, and the fact that it is still in its second pilot year, any evidence of actual outcomes is not yet fully available. However, the original small group of second-year undergraduates, from the largest pilot school, are due to graduate this academic year; these students have fulfilled most aspects of the core programme and are likely to complete the middle or top level of the employability award later this semester. Working in conjunction with the Alumni Office, there is the intention to invite the awarded students back to Bangor, in the year (or years) following graduation, to feed back into the award scheme's core programme as recent (hopefully employed) graduates, and in the process providing an indication of where and how the scheme has helped them.

Reflection/impact:

The students from the first two pilot years have approached the scheme with varying levels of enthusiasm and apprehension. It is not a compulsory scheme yet many students are realising that in order to have the advantage in the graduate workplace they should involve themselves in, and document, as many extra-curricular skills development experiences as they can. Also, the recognition of senior students' participation in Bangor's successful peer guiding programme appears to have cascaded interest through to the first-year students in other academic schools, which will hopefully continue to increase participation for the future.

Glam Edge: employability at the University of Glamorgan

(case study G10)

Contact Name: Euros Evans
Email: ejevans1@glam.ac.uk
Phone: 01443 482387
Institution: University of Glamorgan
Address: University of Glamorgan, Pontypridd

Key words: Glam Edge, passport, employability, skills development.

How the initiative was introduced:

Throughout the institution.

Aim:

To ensure that all Glamorgan's students are provided with the opportunity to engage with employers and build employment-related activity into their curriculum.

Description/approach:

Glam Edge is an innovative programme developed by the University of Glamorgan in partnership with employers and is aimed at providing students with opportunities and experiences that will give them a distinctive edge when competing for employment. The Glam Edge 'Passport to Employability' will provide students with the way of recording their achievements, which will be endorsed by employers and other organisations.

Stage one of the passport encourages students to get involved in a programme of employer-led events and activities such as careers fairs, employers' presentations and career-planning workshops. The next stage of the passport is aimed at providing students with the opportunity of developing their employability skills through work-related experience.

Once students complete these two stages they will be eligible for the Glam Edge certificate.

Anticipated outcomes:

Ensuring the key aspects of employability are integrated into the University's programmes in a coherent way that not only has an impact on curriculum design but influences the overarching University strategy.

Key aspects of employability addressed in a specific way within the curriculum design included:

- strategic context for employability;
- definition and agreed model for employability;
- key aspects of the Glam Edge process;

- learning for employment articulated in a way that focuses on work-related experience for all courses;
- employability skills framework being used effectively;
- embedding employability skills into the curriculum;
- personal development planning integrated into the employability approach;
- external recognition of the students' 'edge' through the passport and certificate.

Evidence of actual outcomes:

Though this year was intended as a pilot year for 40-50 students, we have already seen engagement from over 2,000 students who recognise the value of the initiative.

Reflection/impact:

A pan-institutional development, linked to the fee plan and the corporate strategy, has raised the profile of employability and its associated skills at a whole institutional level. Student engagement with the Glam Edge provision is showing that the impact is on student stakeholders in addition to employers and the local communities in which students volunteer. A small pilot has become a major implementation upon which we intend to build in future years.



Section 3: Developing graduate attributes

The notion of 'graduate attributes' is one of the most contested aspects of the employability agenda and some studies (e.g. Dunne et al., 2000; Harvey, 2000) have suggested that there is little common understanding between employers and academics regarding relevant graduate skills.

A recent research study (Lowden et al., 2011) argued that certain transferable skills are seen as particularly relevant by employers. These are:

- team working;
- problem solving;
- self-management;
- knowledge of the business;
- literacy and numeracy relevant to the post;
- ICT knowledge;
- good interpersonal and communication skills;
- ability to use own initiative but also to follow instructions;
- leadership skills where necessary.

The particular relevance of this group of attributes was seen as corroborating previous findings regarding employers' views (UKCES, 2009). If these are indeed the attributes that employers value the case studies in this section do not support the contention that there is little common understanding between employers and academics regarding relevant graduate skills because many of the studies are concerned with developing the skills identified above.

Gaining industry-related work experience and having a greater appreciation of an industry standard, deadlines and 'knowledge of the business' can undoubtedly help students acquire a number of these attributes, as highlighted in studies SM7 and G5. Study A8 also demonstrates a work placement scheme and award that helps graduates attain and evidence additional skills, while study TSD1 shows how a particular assessment pattern can help embed transferable skills such as those of communication and IT.

Developing graduate attributes throughout a course, together with a framework for self-monitoring progress is shown in the 'Competencies Development Scheme' described in study C6. In study CM3 such development focuses on those particular skills that prepare students to go into a clinical practice setting, including

communication skills. Preparation for practice is also one objective of the extra-curricular modules described in N3. Study SM12 enables students to develop the specific attributes of greater emotional intelligence and creativity, and the Technocamps project (study S2) promotes skills in computing and computational thinking. An initiative in Business Education (study CMI) uses an e-portfolio-based approach and active learning sets to promote communication, problem-solving and self-management.

The 'Share with Schools' (SwS) project (study C4) and the computer club for schools programme (N6) both demonstrate similar community benefits to those illustrated by a number of the initiatives in Section 1. In addition the SwS and the 'Computer Club for Schools' projects provide students with a range of attributes that are of particular relevance to the education sector.

CIRIC: Creative Industries Research and Innovation Centre (Faculty of Art and Design, SMU)

(case study SM7)

Contact Name: Chris Holton
Email: chris.holton@smu.ac.uk
Phone: 01792 481285
Institution: Swansea Metropolitan University
Address: Dynevor Centre for Art, Design & Media, Swansea SA1 3EU

Key words: creative industries, R&D, external work experience.

How the initiative was introduced:

Through EU funding in 2005 as a by-product of CIRIC R&D activity.

Aim:

To build on SMU's third mission strategy and use collaborative R&D as a vehicle to enhance student learning opportunities.

Description/approach:

The Creative Industries Research and Innovation Centre (CIRIC) exists to help Welsh businesses develop new products and processes and attract inward investment from international markets. To achieve this, a team of experienced staff and dedicated facilities are used to conduct collaborative R&D with companies in disciplines as wide-ranging as TV, film, applied art, architecture, photography and graphics. As a by-product of this activity, CIRIC helps to forge valuable learning opportunities for SMU students to work on a range of live projects, with real deadlines, alongside experienced industry professionals. For example, students have worked on feature films, TV pilots, with product designers and fashion companies, many of whom are gaining their first industry related work experience. These opportunities can range in length from half a day through to three- or four-month placements.

R&D projects worked on by CIRIC, with businesses, are vetted through an application process to assess their suitability for support. Student engagement is discussed with the relevant programme director ahead of work taking place. Students face the challenge of working to an industry standard and delivering work to real, live deadlines, which ensures the placement becomes a highly valuable learning experience. The opportunity to work with industry professionals allows the student to gain a clear insight about the standard of work that is required outside of the university environment.

Anticipated outcomes:

- for students to gain experience of working alongside industry professionals;
- for students to learn new skills and integrate these into their own practice;
- for students to develop and foster networking abilities, which are vital for securing employment in the creative industries sector;
- to increase the employability of the student after they have left SMU.

Evidence of actual outcomes:

The various R&D projects completed by CIRIC have led to students gaining a range of professional experiences and using the networking opportunity to secure employment once they have left SMU. As an example, Absolute Zero Degrees, who worked with CIRIC in 2008, have recently taken a BA (Hons) Surface Pattern Design graduate on an internship.

Reflection/impact:

The opportunity to work with the industry on real, live projects allows students to feedback this experience into their own practice while still at university. This helps to elevate the standard of student work. As noted above, it also allows students to appreciate the standard of work needed to secure employment once outside of the university framework.

Reflections on Legal Advice Work

(case study G5)

Contact Name: Richard Owen

Email: rowen@glam.ac.uk

Phone: 01443 484639

Institution: University of Glamorgan

Address: Pontypridd CF37 1DL

Key words: work-based and experiential learning, Citizens Advice Bureaux.

How the initiative was introduced:

Through a module.

Aim:

The module requires students to undertake training initially as a Citizens Advice Gateway Adviser with the opportunity to progress to a General Adviser and, if successful, the student will obtain a General Certificate in Advice Work from Citizens Advice, which will enhance their CV.

Description/approach:

This module is offered at Level 5, as well as Level 6, and places students at local Citizens Advice Bureaux. The coursework is an academic piece of work and is based on a portfolio that the student compiles during their advisory duties. If a student is interested in this module, in addition to the University requirements, they will have to undertake an interview with Citizens Advice and must be prepared to commit to at least six hours per week advice work for at least a 12-month period. Some bureaux require ten hours per week. For those who progress to training as a General Adviser, Citizens Advice provides training that consists of four one-day sessions held in Cardiff on interviewing skills and the completion of self-directed study packs. Students are also expected to complete time sheets. In addition to the support from a university tutor (who mainly supports the assessment process), students are also supported during their advisory work. This takes a number of forms. While present at a bureau, students have access to AdviserNet, which is an electronic database, providing information on the law and referral agencies arranged by topic. Advice sessions are also supervised by an Advice Session Supervisor who will be very experienced and to whom they can turn to for assistance. They are also required to write a note of all interviews before leaving an advice session, which will be checked by the Session Supervisor.

Anticipated outcomes:

Students will qualify as a Citizens Advice Gateway Assessor. Some will progress further and obtain a General Certificate in Advice Work from Citizens Advice, which will enhance their CV.

Evidence of actual outcomes:

Students will have qualified as Citizens Advice Gateway Advisers.

Reflection/impact:

Not applicable yet as this is a new programme.

GO Wales Work Placement Professional Development Award

(case study A8)

Contact Name: Cathy Piquemal /Vicky Thomas
Email: crp@aber.ac.uk/vvt@aber.ac.uk
Phone: 01970 628413/01970 621536
Institution: Aberystwyth University
Address: Careers Service, Penglais, Aberystwyth SY23 3DB

Key words: employability, work experience, skills development, Professional Development Award, labour market intelligence.

How the initiative was introduced:

Throughout the institution (and across other Welsh HEIs).

Aim:

While on a paid work placement lasting between six and 12 weeks, the Professional Development Award enables students and graduates to gain an extra qualification awarded by the City and Guilds at Level 4, which helps them demonstrate additional skills and understanding and labour market intelligence gained during the placement.

Description/approach:

The award forms an integral part of a GO Wales work placement as all participants are now asked to take part and complete the award. After the induction visit, which takes place during the first week of commencement of the placement, the Professional Development Award (PDA) team will discuss the nature of the placement with the student or graduate and determine what the accreditation should be. There are, at present, 43 categories to choose from: for example, a student or graduate selected after shortlisting and interview by the employer to undertake a retail co-ordinator role for a ten-week work placement will after successful completion of the award stand to gain a City and Guilds Level 4 Professional Development Award in Retail (or Marketing).

For this award participants have to submit to the Personal Development Award team the following four assignments:

1. A self-audit, which serves as an overview of the placement/company/job role and where the student /graduate is encouraged to consider all skills required to perform well in the role, what previous experience relates to the role and what he/she wishes to get out of the placement.

2. A personal development plan, where the student/graduate identifies a mixture of personal and professional objectives to improve while on placement. Objectives should provide added value to their CV, future career and placement company. He/she is encouraged to consider SMART (specific, measurable, achievable, realistic and time bound) objectives.

Submission date for assignments 1 and 2 is about ten days after induction visit.

3. Reflective log – part 1: The process encourages the keeping of reflective logs, which should be completed weekly to capture progress. The logs should include: instances where the placement student/graduate has encountered setbacks; how he/she dealt with them; and when he/she has been acknowledged as attaining achievements.

Reflective log – part 2: Following on from the first part of the placement, the second part of the reflective log charts the progression as the placement draws to an end. At this point, the student/graduate should be able to see the extent to which he/she has met his/her personal or business objectives.

4. Final report: Using the information contained in the self-audit, personal development plan and reflective logs, the student/graduate is asked to evaluate and analyse the level of development achieved since the start of the placement (up to 3,000 words).

Anticipated outcomes:

In addition to the obvious benefit of gaining an extra qualification at Level 4, funded by the GO Wales scheme, the participants also gain paid work experience in fulfilling duties and responsibilities of a graduate nature. Through taking part (and being awarded) the PDA the participant will have:

- determined clear personal and professional objectives and established a personal development plan by setting realistic SMART objectives in a working environment;
- greater understanding and knowledge of the skills already attained;
- greater understanding and knowledge of skills gained through the work experience;
- the ability to demonstrate to future employers the developments made throughout the placement and the benefits brought to the host company;
- demonstrable experience in the world of work fulfilling roles and responsibility of a graduate nature, frequently in a sector or field related to their degree subject.

Evidence of actual outcomes:

Case study conducted recently on Professional Development Award – Retail

The female participant undertook a placement with a sports retailer:

The following objectives were identified in her personal development plan:

- objective 1: to feel more confident and comfortable when using the phone;
- objective 2: to become better at using the company's embroidery machines;
- objective 3: to become more approachable and self-assured when dealing with customers on the shop floor.

Participant's views on the placement experience (taken from her final report):

I feel the placement certainly went well. I have learnt an invaluable amount about working within a professional environment. I feel the structure of the program works very effectively with regards to improving and more importantly developing those undertaking the placement scheme in a professional manner.

The personal attribute I improved the most was my confidence. I was very shy at the beginning of the placement and unsure about how to act within my job role. I also feel my organisational skills and maturity have developed immeasurably too. My previous retail experience had given me a good basis of transferable skills to work with in this placement.

The best parts of the job placement for me were the couple of weeks when the shop was really busy leading up to the end of the school holidays. The job satisfaction at the end of a busy day was well worth the fatigue. Every day I was given a sales target to reach and to be consistently hitting those targets gave me a really high sense of achievement in my work. I also enjoyed exerting my freedom and creativity within the job role by changing the layout and the window display to ensure the business was represented in the best manner possible.

The placement has indeed influenced me in my future career choice in that they have offered me a full time job working for the company in my current job role. I have learnt that at this current moment in time retail is the career path that I want to take, doing the placement has given me the opportunity to test that it was the right choice to make before applying for a real job. It is evident that I contributed to the company's success and this is quantifiable in the record of sales.

Classics alternative assessment for employability

(case study TSDI)

Contact Name: Jeremy Smith
Email: jeremy.smith@tsd.ac.uk
Phone: 01570 424741
Institution: University of Wales Trinity Saint David
Address: School of Archaeology, History and Anthropology, Lampeter
Campus, SA48 7ED

Key words: employability, humanities, Classics.

How the initiative was introduced:

throughout the School of Classics.

Aim:

The HE sector is concerned with the current and future employability of graduates. Employers have expressed the need for more than subject knowledge, particularly in relation to the skills necessary in the workplace. The Department of Classics decided in Summer 2009 to invest in a pilot of embedding employability skills in the curriculum through alternative assessment patterns.

Description/approach:

The pilot ran in four courses, two in Level 4 and two in Levels 5 and 6. The types of assessment were: portfolios, oral presentations, group wikis and presentations, reflective reports, webpages and take-home examinations. The assessment patterns chosen to provide and build up transferable skills necessary for employment were the following:

Portfolios – using formative portfolio to inform summative portfolio. A portfolio is comprised by a number of small tasks; for example, 1 map + 1 timeline + 1 author biography + 1 review + 1 gobbet. The students were required to submit a formative portfolio and then a summative portfolio; the pieces of work in the two portfolios were connected, thus giving the students the opportunity to learn, reflect and improve.

Oral presentation – individual and group. Communication is a key graduate skill and students have little opportunity in assessment to build up, improve and showcase their oral presentation skills. Further, group presentations improve and build up teamworking skills, which are also highly valued by employers.

Group essay/wiki – The group essay/wiki not only provides students with the opportunity to work in an online environment for their assessment, thus improving their IT skills, but also gives them the opportunity to work as a team towards a specific goal that can be assessed clearly both in relation to individual research and in relation to the group effort.

Reflective reports on group work, presentation (own and peer) – Reflection on one's own work, as well as the work of peers, and the opportunity to identify issues and weaknesses as well as provide ideas and plans for improvement is an essential skill required by employers. While ordinary assessment assumes a degree of reflection, mainly in relation to the student's engagement with feedback, a reflective report not only guides the student to achieve a more structured way of reflecting upon their work, but also gives the opportunity to consider in retrospect a variety of aspects of performance, particularly as part of a team, beyond the narrow issues covered in essay feedback.

Webpage creation – Creating a webpage provides students with the opportunity to improve their writing and communication skills to cover non-academic and hybrid audiences. Further, it gives them the opportunity to explore the visual aspects of non-academic presentation as well as improve their IT skills.

Take-home examination – The take-home exam is an effort to recreate the climate and pressures often associated with the completion of projects in the workplace. The students are given their examination paper in the morning and need to return as their completed assignment an essay of 3,000 words (typed, referenced and with a bibliography) at the end of the business day.

The students' opinion of the pilot was sought in both in the module questionnaires and in specialised 'employability pilot' questionnaires. The majority of students were highly satisfied with the modules, found that the new types of assessment provided them with new skills or improved their existing skills, enhanced their learning and made them more employable. All in all, the mark profiles of the pilot modules were not significantly different from modules with the traditional assessment pattern (essay + exam), although there were some differences in some modes of assessment, particularly portfolios.

Anticipated outcomes:

Non-traditional assessment patterns not only serve to provide future graduates with a greater variety of transferable skills, while still retaining and achieving the goals relating to subject-specific knowledge, but also provide concrete examples for potential employers as to the level and abilities of the graduate. Thus, unlike unassessed work or seminar assignments, assessed work showcases our graduates' skills and abilities in a simple and measurable scale. Further, the presentation of the skills trained in these alternative assessments as employability skills give students the opportunity not only to recognise these important transferable skills, but also in the future to be able to articulate them clearly to potential employers. In addition to the above, embedding employability skills in assessment retains the subject-specific nature of the courses concerned, thus avoiding a common source of dissatisfaction among students if they are made to take non-subject specific courses.

Evidence of actual outcomes:

The student reaction was gauged by asking students to complete specialised 'employability pilot' questionnaires at the end of term. The students' reaction to the group-work element of assessment for some courses was also present in their reflective reports.

Competencies Development Scheme

(case study C6)

Contact Name: Dr Beatrix Fahnert

Email: FahnertB@cardiff.ac.uk

Phone: 02920 870250

Institution: Cardiff School of Biosciences, Cardiff University

Address: Museum Avenue, PO Box 911, Cardiff CF10 3AX

Key words: skills and competencies, employability, feedback, diagnostic tests, personal development.

How the initiative was introduced:

The scheme was introduced in the academic year 2010-11 for all undergraduate courses (BSc Biochemistry, BSc Biology, BSc Biomedical Science, BSc Biomedical Sciences (Anatomy), BSc Biomedical Sciences (Neuroscience), BSc Biomedical Sciences (Physiology), BSc Biotechnology, BSc Ecology, BSc Genetics, BSc Microbiology, BSc Molecular Biology, BSc Zoology) run by Cardiff School of Biosciences. Exchange students can voluntarily participate in relevant activities.

Aim:

Cardiff School of Biosciences aims to graduate employable students with a clearly defined full range of subject-specific and transferable skills at an acceptable competence level. Students are supported in developing those skills with appropriate progression during their undergraduate years, and will receive evidence of their achievements. Our aim is to eventually have competency in these skills recorded on a transcript/certificate that can be shown to an employer.

Description/approach:

Some activities are embedded in core modules (e.g. Year 1 Problem Solving in Biology; Year 2 Research Techniques; Final-Year Project). Most of the development of competencies is run outside the modular structure throughout all levels supported by the personal tutor and in Level 6 also by the research project supervisor. Thus, the scheme requires and encourages a high level of student engagement. All activities are an integral part of academic tutorials and project-related meetings. Output of the scheme informs other learning and teaching activities in the School as well as feedback to students and pastoral care. Cross-referencing is supported by a central database for staff. Students reflect on their development and record corresponding evidence using e-portfolios. Self-monitoring and reflection allows students to assess their achievement for the desired core competencies (and additional achievements, e.g. language, IT skills) throughout the years. As this is a competency/crucial life skill, which will give students a head start with continuing professional development after graduation, it is particularly focused on in the final year. Reflective of Level 6 learning, students need to be proactive in seeking information and support. The process is initially aided by 'reflective questions' to help students analyse their progress and potential training needs, which is then discussed with their supervisor. Competencies include: numeracy; literacy; referencing; sum/abstract writing; integrating information; group

working; peer assessing; work-related skills and employability; critical assessment of data; constructing logical arguments; health and safety risk assessment; self-assessment; and self-management. Such a structured and tangible system of learning and teaching activities for developing competencies, of assessing the level of achievement, and all being linked to bespoke pastoral and academic advice, allows for supporting students optimally in their development. What competencies are addressed within the scheme is routinely revised. Initially this means adding/ updating activities (e.g. subject-specific laboratory skills) over time until all necessary skills areas are covered. In the future the addressed range of competencies will be revised to always reflect changes to undergraduates' and employers' needs. Formal transcripts/certificates are planned upon full implementation of a quality-assured and robust scheme. During the initial pilot phase of the scheme evidence of achievement is provided informally, e.g. in detailed references.

Anticipated outcomes:

Once students have achieved all learning outcomes and developed the full range of subject-specific and transferable skills at an acceptable competence level, they will be highly employable graduates. However, this final outcome is not the only or main benefit. Throughout the process of learning and engaging with the scheme students undergo an enhanced maturation. Reflection and a focus of mind contribute to subject learning and academic achievement. Better degree outcomes are anticipated, which in turn makes the students more employable.

Evidence of actual outcomes:

Engagement with the scheme and achievement – The more self-directed approach to learning and the mainly formative nature of work requires a cultural change. Despite the School managing this change it requires time. Thus upon introduction of the scheme students prioritised all related activities less than summative coursework with strict deadlines. This was particularly the case if students were in Year 2 or the final year then. Year 1 students took the scheme as a given. The scheme runs now for the second academic year. We can see both an improved uptake and achievement. Exchange students showed an interest in voluntary participation.

Student perception – As most of the scheme is run outside the modular structure we cannot obtain student feedback via our routine module appraisal procedures. Instead student perception is gauged in staff-student panel meetings, directly from student comments, via other course-related surveys, and from staff (i.e. personal tutors, project supervisors) feedback.

It is obvious that students appreciate the scheme and how it supports their development once they understand its aims and objectives. Importantly students do see that we care about their development and employability. Some returning (e.g. from a professional training year) students were surprised to find such a change within their degree format, but were very positive about it and welcomed it. This positively illustrates the relevance of the scheme.

Thus, students perceive the benefits in theory, yet engagement still lags behind in practice, when students strategically prioritise summative aspects of their courses. The alteration of this perception is a significant challenge.

Reflection/impact:

Engagement, perception and achievement are connected and drive one another. The more students engage with the scheme and their skills development, the higher their achievement (e.g. reflection, self-management, action and time planning, meta-learning, independence, proactivity), which in turn leads to an increased ability to engage with the scheme, and to an altogether more positive perception. The students who would most need to engage in order to develop the above skills have been shown to be less likely to engage. This can be a 'catch 22' and our challenge is to help them enter the cycle and then keep the momentum. This will better address a strategic approach to engagement. Yet, one would assume employability should feature in any learner strategy, especially at present. One problem is that students often do not know what kind of employment they might seek after graduation, or delay considering employability issues until late in their course. That is why they perceive a generic enhancement of their employability as not yet relevant, even though it is actually the opposite. It is also challenging to get staff to fully engage with the scheme given the considerable changes required within pastoral and academic support, and staff workloads, which are already very high. However, it is anticipated that once this approach becomes embedded within our practice, it will facilitate closer tutor-tutee interaction, and therefore streamline the supervision of students by personal tutors.

An evaluation of the 'Objective Structured Clinical Examination' (OSCE) for assessing student dietitian's clinical skills (case study CM3)

Contact Name: Denise Parish and Katherine Gallimore
Email: dparish@uwic.ac.uk
Phone: 02920 416878
Institution: Cardiff Metropolitan University
Address: Llandaff Campus, Western Ave, Cardiff CF5 2YB

Key words: assessment, OSCE, consultation skills, evidence-based practice.

How the initiative was introduced:

Through a single module.

Aim:

To bridge the gap between the higher education institution and practice education through the use of an OSCE, to promote and assess clinical reasoning, communication and the use of knowledge for evidence-based practice.

Description/approach:

An OSCE assessment of consultation skills of student dietitians prior to placement was introduced at the University of Wales Institute Cardiff (UWIC) in December 2009. This was in response to a new curriculum framework by the British Dietetic Association (BDA), which sought to prepare graduates for the workplace by enabling the development of evidence-based practice, problem solving and clinical reasoning within a multi-disciplinary workforce. The Objective Structured Clinical Examination (OSCE) sought to provide meaningful opportunities to demonstrate and assess skills that would be further assessed on placement and that mirrored the workplace. Four tasks were designed to provide an authentic experience and link to the curriculum framework. These are outlined below:

Task	Key skill assessed	Link to curriculum framework
1. Assessment of a given diet history.	Knowledge of composition of foods, ingredients and portion sizes.	Commonly consumed foods, including convenience foods and their nutrient content. Portion sizes of common foods.
2. Commencement of a consultation: <ul style="list-style-type: none"> • meet and greet; • establish rapport; • typical days intake. 	Communication skills: <ul style="list-style-type: none"> • building rapport; • listening skills; • paraphrasing; • summarising; • body language; • level of language used. 	when interacting with various individuals and groups including active listening, facilitation, establishing a rapport and interpreting non-verbal cues. The ability to apply basic behaviour change and behaviour modification techniques.

3. Verbally report your plan to your supervisor.	<p>Clinical reasoning skills.</p> <p>Making a judgement based on information provided.</p> <p>Tailoring the care plan based on the needs of the individual.</p>	<p>The ability to select, use and interpret all information available to construct specific safe and effective nutrition and dietetic care plans.</p> <p>Assessment of the nutritional status of individuals and groups through interpretation of anthropometric measurements, biochemical, haematological and clinical chemistry test results.</p> <p>The use of knowledge to plan, monitor and change dietetic treatment according to service user needs.</p> <p>The use of evidence-based practice to review, evaluate and initiate change.</p>
4. Negotiating goals and closing the consultation.	<p>Communication skills as task 2 and 4.</p> <p>Negotiating and goal setting skills.</p>	A combination of task 2 and 3.

Anticipated outcomes:

- readiness for practice;
- skills development;
- research-informed teaching.

Evidence of actual outcomes:

A student questionnaire pre- and post-intervention was sent out, together with structured interviews of the staff involved in the assessment process. There was evidence of an increase in student confidence, particularly in the areas of communication skills such as building rapport and negotiating skills. This was also reported on by staff. One of the areas that students reported lacking confidence was the area of clinical reasoning. This feedback together supported by staff observations has led to changes in teaching methods and improvements in the teaching of this skill. Students reported that through the OSCE and formative opportunities offered in preparation for the assessment they felt more prepared for future practice placements in the workplace.

Reflection/impact:

The methods were considered to have informed student learning and bridged a gap between the HEI and clinical practice. Evidence from both students and lecturing staff considered improvements in self-efficacy, confidence in skills and readiness for placement in the workplace. The most significant benefit of the introduction of the OSCE assessment was improvement in behaviour change and skills, which will have positive implications for student progression and the future profession.

Supporting tomorrow's managers

(N3)

Contact Name: Lyndon Murphy

Email: Lyndon.murphy@newport.ac.uk

Institution: University of Wales, Newport

Address: City Campus, Lodge Road, Newport NP18 3QT.

Key words: linking theory to practice, enhancing academic practice;

How the initiative was introduced:

Through two extra-curricular modules in a Masters programme.

Aim:

To support Masters-level students in relating their academic learning to their professional practice experiences despite different cultural, linguistic and previous learning experiences.

Description/approach:

External market research of employer needs identified opportunities in the current postgraduate learning curriculum provision for employability-focused developments using flexible learning approaches and involving traditional and modern technologies. These learning curriculum developments included two extra-curricular modules created with a vocational background in mind.

The first module (Managing Knowledge) supports the refinement of academic and employability skills at Masters level at the commencement of formal academic learning. The second module (Managing Professional Practice) provides students with preparatory skills and insights of the world of work in different sectors. The information gained from these two extra-curricular modules prepares the students to engage with company-based internships or University-hosted employer-led projects. This experience of the world of work is designed to encourage students to demonstrate the application of academic learning to real-world projects in their dissertation.

Anticipated outcomes:

- enhanced understanding of academic etiquette by full-time and part-time students on Masters-level courses to support the formal accredited learning curriculum;
- enhanced awareness of the opportunities to apply academic learning to professional practice on Masters-level programmes.

Evidence of actual outcomes:

- engaged students participating on Managing Knowledge module who realise the benefits of acquiring and gaining confidence in academic etiquette to support their formal learning curriculum programme;
- increased awareness of students on employability opportunities to enhance the holistic student experience.

This initiative was part of the 2011 HEA Seminar Series with a seminar in May 2011 and associated UK sector briefing paper .

Reflection/impact:

Engagement with a variety of stakeholders with a wide range of experience, expectations, cultural awareness, time and some linguistic barriers provides a challenging learning arena. This initiative has started to work with students in partnership and has encouraged them to take responsibility for their learning. Feedback from students (full-time/part-time, UK/international) illustrates that they greatly valued the support that this initiative provides to assist them in achieving success.

Heart-based intelligence

(case study SM12)

Contact Name: James Williams

Email: james.williams@smu.ac.uk

Phone: 01792 481192

Institution: Swansea Metropolitan University

Address: School of Applied Computing, Mount Pleasant, Swansea SA1 6ED

Key words: heart-based intelligence, emotional and intuitive intelligence, intrinsic motivation, personal and professional development, creativity and innovation.

How the initiative was introduced:

The initiative was introduced in the 'Managing People and Change' module in BSc Business Information Technology Year 3 to enhance EI (emotional intelligence).

Aim:

The aim of the module includes the consideration of the human dimension in organisations requiring students to evaluate the issues involved in the management of people, change initiatives and consider the improvement of organisational and individual efficiency and effectiveness. It also aimed to help students become more aware of the importance of emotional and heart-based intelligence.

Description/approach:

Emotional intelligence (EI) is the ability to be aware, understand and regulate our emotions to promote personal growth in ourselves and others. Researcher Daniel Goleman reported on compelling breakthroughs from the fields of neuroscience and business. His research showed that success in life is based more on our ability to be aware of, and able to manage our emotions, than on our intellectual capabilities. This created a mini-revolution in how organisations think about leadership and how people think about success. A simple definition of emotional intelligence is the collection of emotional skills we need to manage our relationships and ourselves. Goleman and other researchers have now demonstrated conclusively that corporate and healthcare leaders who excel in emotional intelligence skills achieve not only superior business results, but also have higher levels of personal fulfilment and increased well-being.

The Institute of HeartMath (IHM) is a research and education organisation that has developed technology and tools people can use to enhance EI and reduce stress. They explore the heart in human performance and work with government, university, healthcare and corporate organisations to conduct studies to examine the effects of emotional management. Through technology and training they help people and organisations to improve performance and well-being and create optimal environments that improve creativity and productivity. IHM emWave technology is used in corporate, education and government organisations all over the world and has been introduced by the lecturer in a lecture/tutorial session to promote awareness of these up-to-date and innovative techniques and technologies as one way to enhance EI. The technology is a proven method to assist people develop emotional intelligence and to assist people to perform better at work, reduce stress, experience a more balanced life, become healthier, more resilient and enhance relationships with others to improve the working

environment, culture and allow for greater co-operation and team-working, altogether assisting personal, professional and organisational development.

The emWave technology allows people to see how thoughts and emotions affect the heart and nervous system through the graphics displayed on the computer screen. When stressed, the heart rhythms have an irregular and incoherent pattern. When we shift to a more positive emotional state, the heart rhythm pattern changes to a smoother, wave-like coherent pattern. By seeing the visual change on the screen and associating it with a more peaceful, calm internal state, people learn to manage themselves and others. They learn to maintain a balanced state, aka 'physiological coherence and balance' at the IHM. There are also colourful interactive games designed to help increase emotional intelligence and transform stress into creative energy such as the balloon game, which changes speed and altitude as your coherence level changes. The balloon will speed up and fly higher as you move into medium and high coherence. There is also the Emotion Visualizer, which provides colourful images that change according to a person's emotional state and level of coherence. The technology assists people to improve their focus, creativity, intuition and higher-level decision-making, and to be more confident, positive, focused and calm. These are ideal skills students could learn to assist them with the final year of their degree programme.

The final year can be a particularly stressful time where many students experience higher than normal levels of stress, coupled with the fact they are preparing to leave university and enter the workplace. This can be a challenging period for them, but also a great opportunity for growth and self-development, which can prepare them to experience and manage change they will inevitably face in the workplace and other areas of their lives. The Managing People and Change module makes students aware of EI development techniques used for personal, professional and organisational development, which can help them during their final year; but of equal if not more importance equips them to manage themselves when faced with the ever-changing business environment they will experience in the future.

Anticipated outcomes:

As part of the module students develop a greater awareness and understanding of EI; these are some techniques that could help them and others in their future places of work to develop greater emotional intelligence and creativity and contribute to greater personal, professional and organisational development. The module largely focuses on theory and traditional organisational development and change management methods, as EI and change management is a personal experience that is ideally managed and supported in professional environments. The innovative emWave technology is one useful technique the students are made aware of that can be used by organisations to enhance EI, increase performance and well-being and manage change.

Evidence of actual outcomes:

Students studying the module enjoy seeing the use of innovative technology and the practical relationship between personal, professional and organisational development.

Reflection/impact:

Assisting students to develop heart-based intelligence creates graduates that are not only qualified in their specific area of study, but are also more likely to be professional, ethical and capable of truly making a positive difference and contribution to society, the wider environment, that will benefit all in whichever career path they choose to follow. The introduction of this technology and greater focus on EI and well-being coincides with the new SMU Health and Well-being Centre.

Technocamps

(case study S2)

Contact Name: Stuart Toomey
Email: stuart.toomey@technocamps.com
Phone: 01792 606889
Institution: Swansea University
Address: Singleton Park, Swansea SA2 8PP

Key words: young people, outreach, third mission – convergence ESF, computational thinking, logic and problem solving, raising aspirations, STEM agenda.

How the initiative was introduced:

The initiative was originally piloted in 2003-04 with local schools in Swansea. Since then a bid was approved in 2010 led by Swansea University working in conjunction with the universities in Aberystwyth, Bangor and Glamorgan. The project total is £6 million, and runs until May 2014.

Aim:

Primary target is to introduce 2,600 11-19-year-olds residing in the convergence-funded area of Wales to computing and computational thinking as a cross-cutting subject within the STEM agenda. This includes engagement with those at risk of becoming NEET, redirecting them to make further learning choices, and also increasing female participation in STEM-based subjects. Secondary targets include ICT teachers, STEM educators, parents and business.

Description/approach:

The primary element of the project is to introduce young people to the wonderful and exciting world of computational thinking through a variety of workshops held here on campus. The project has a number of modular workshops available to a class of pupils aged 11-19 years old. Since 2000 there has been a steady decline in the number of A-level and HE students undertaking Computing as a subject within Wales (mirrored in the UK). This is despite the increased need within industry for more highly skilled computing professionals (as documented by the Sector Skills Council, e-skills UK). Young people today are learning how to consume and use through social media, the internet and gaming, but they don't understand the fundamental building blocks of what they are using, i.e. 'how it works'. This is on a backdrop of the increased teaching of ICT, to the detriment of Computing; in 2011 only one secondary school in Wales offered the option of taking a GCSE in Computing. Those taking ICT become very much disengaged with the subject, which is reinforced by the fact that 73% of secondary ICT teachers in Wales have no formal ICT qualification. When faced with the option of first engaging with Computing as a subject at A-level, they find it a completely different discipline to ICT, disengage and drop out.

Technocamps looks to address this by igniting their interest in the exciting subject. During the workshops young people can explore a number of modules including: Programming, Robotics, Cryptography, Artificial Intelligence to name just some. During their visit to the University, a speaker who works in a relevant STEM field comes in to provide some tangible evidence as to how important this topic is within the working world, highlighting future tangible career opportunities available to anyone who decides to study Computing. After attending the workshop schools are invited to set up a Technoclub in the school where the young people can continue to explore this subject, with comprehensive resources provided online through the website: <http://www.technocamps.com>. Technocamps also holds regular teacher upskilling sessions to excite the teachers into integrating some of this activity into lessons, and also giving the skills and confidence to run a Technoclub.

Although Technocamps provides and highlights the subject of Computing, by attending the workshops young people also get an insight to computational thinking, problem solving, and using and applying logic to situation with the aim of resolution. This is a cross-cutting life skill, which can be applied to many disciplines throughout day-to-day life.

Anticipated outcomes:

- 2,600 participants (total);
- 2,340 participants gaining positive learning outcomes (as set by WEFO);
- 45% female participant rate;
- 1,560 young people at risk of becoming NEET entering further learning.

Evidence of actual outcomes:

The evidence will be gathered through longitudinal tracking of individuals and a close monitoring of numbers taking up Computing as a subject at both A-level and undergraduate level.

Reflection/impact:

The impact of the Technocamps project will only truly be seen long-term unless Welsh educational policy sees the merit of Computing at a pan-Wales level. The project itself looks to highlight computational thinking, logic and problem solving to those who partake, widening options, possibilities and opportunities, and ultimately providing a cross-cutting skill that can be applied to a wide spectrum of life experiences.

Critical reflection skill development in postgraduate Business education

(case study CMI)

Contact Name: Mark Sutcliffe

Email: msutcliffe@uwic.ac.uk

Phone: 02920 417173

Institution: Cardiff Metropolitan University

Address: Western Avenue, Cardiff CF5 2YB

Key words: critical reflection, personal development planning, e-portfolio, active learning.

How the initiative was introduced:

Through a specific award.

Aim:

To create a framework to allow students to embrace personal development and enhance and promote those skills necessary to be an effective and successful manager.

Description/approach:

The 'Individual Development Initiative' (IDI) launched in its most recent guise in September 2011, has undergone progressive iterations over the past three years. The promotion of IDI was sparked by a realisation that student skill development, especially critical reflection skills, so necessary for higher level learning and business performance, were often poor or non-existent. IDI seeks to rectify this situation. IDI has four main pillars:

- **Personal development planning (PDP):** The PDP allows students to reflect upon their own learning performance and achievement, while offering employers an overview of skills and competencies, and the recognition that an individual is able to reflect, review and plan their required learning and development needs. This is undertaken within an e-portfolio framework.
- **Active learning sets (ALS):** The ALS support problem-based learning, active listening, open and effective questioning, and reflection and evaluation of actions. The ALS is a critical part in PDP development.
- **Reflective log:** This is an essential element in promoting a deep learning experience, and modifying what we know. The log offers the student the opportunity to evaluate the PDP and ALS experience.
- **Skills workshop and guest speakers:** This strand of IDI enables students to operate more effectively as students, and develop elements within their PDP. The programme distinguishes between study skills and employability skills, and uses a guest speaker programme to spark interest and debate in real-world business practice.

Anticipated outcomes:

- development of key skills in critical reflection;
- learners taking greater responsibility for their own learning and opportunities to improve it;
- greater student engagement with the programme and its aims;
- enhanced employability.

Evidence of actual outcomes:

Students are required via an element of assessed work for the module 'Knowledge and Communication in Organisations' to evaluate their experience of IDI and how it has impacted upon them. From this work students have expressed a range of views from the revelatory to indifference. International students in particular expressed great trepidation, and at times intimidation, with the process of self-reflection and criticality. All students set PDP targets, and to a greater or lesser extent most were successful in achieving them. The problem-based delivery pattern of the programme compelled students to engage and solve problems either on an individual or team basis. Students have expressed, via an end-of-year questionnaire that although this was challenging they felt, on reflection, that it was worthwhile and offered valuable lessons.

Reflection/impact:

Developing what might be termed 'soft' business skills, which is something widely neglected in many Business and Management programmes, is a unique and valuable dimension to this course. Critical to its success is its embedded nature with knowledge and 'hard' skill development. IDI is difficult to evaluate and its impact on individual development difficult to measure, intangible benefits are likely to be subtle and evolutionary. The element most vital to the success of IDI is individual student engagement, and a willingness to embrace the initiative.

Certificate of Employability in the School of History, Archaeology & Religion

(case study C4)

Contact Name: Dr David Wyatt

Email: WyattD1@Cardiff.ac.uk

Phone: 02920 870404

Institution: School of History Archaeology & Religion (SHARE), Cardiff University

Address: Cardiff University, Humanities Building, Colum Drive, Cardiff CF10
3EU

Key words: employability skills, public engagement, widening access, partnership and collaboration.

How the initiative was introduced:

This is a School initiative although similar plans are being implemented in other schools (SOSCSI and JOMEC). It is not yet operational and is currently being developed. A draft proposal is detailed here that will dovetail with the existing engagement and widening access initiatives in the SHARE projects.

SHARE with Schools (SwS)

The SwS project involves creating widening access links with local secondary schools/sixth forms. The project includes the creation of 'toolkits' to facilitate short half-day/one-day outreach visits from SHARE undergraduates and postgraduates in local schools where they conduct interactive workshops based upon their research, their experiences of higher education and their subject areas. The toolkits have been designed to be delivered by volunteer undergraduates from Years 2 and 3 in partnership with a team of postgraduate co-ordinators. The SwS project will therefore develop the employability skills of our students at a time when such extra-curricular experience will be crucial.

Aim:

The Certificate of Employability aims to:

- provide undergraduate students with highly transferable and relevant employability skills with relevance to careers in teaching, the heritage industry, the media, the tourism sector and business;
- provide placement and student outreach opportunities to develop collaborations and synergies both with the regional education, heritage and media sectors in accordance with government and funding council directives;
- develop the existing SHARE with Schools project, which has created links with local secondary schools/sixth forms in 'widening access' locations, to break down barriers to HE and create partnerships and future projects with education providers;
- provide a pool of well-qualified graduates for the education, heritage and related tourism sector in Wales

Description/approach:

An unaccredited Certificate of Employability will be embedded into SHARE degree schemes, which will entail the development of an employment portfolio derived from activities relating to engagement initiatives and placements within the education, heritage and media context. These will develop and progress students from basic skills-based training in Year 1 to initiative and leadership qualities in Year 3:

Year 1: Students will evidence core transferable skills that they are attaining from their studies in part 1 – this is effectively embedded into the core skills module.

Year 2: Students provide evidence of volunteer work, placements or partnership working with outside agencies – they will take the initiative on establishing these opportunities with co-ordination by a SHARE Project Officer in a facilitative role. This will include participation in SHARE's extensive community engagement/widening access events and initiatives (see above).

Year 3: Students will illustrate evidence of organising outreach/widening access-based events, projects, displays, webpages and/or other initiatives, and taking on leadership and/or partnership-building roles. Again this will dovetail very well with the School's heritage partnerships and widening access programme thereby developing highly transferable communication and leadership skills.

Anticipated outcomes:

- to provide practical placement opportunities for SHARE undergraduates to develop the highly transferable skills already inculcated through SHARE degree schemes while creating networking and employment contacts for those students;
- to create close partnerships with the local heritage, education and media sectors to facilitate both engagement and employment opportunities and contacts for SHARE undergraduates;
- to encourage SHARE undergraduates to develop meaningful employability portfolios and curriculum vitae statements that will have relevance to employers from a range of sectors;
- to embed a culture of public engagement into the curriculum of SHARE.

Evidence of actual outcomes:

The project is still in the development stage.

Reflection/impact:

The project is still in the development stage.

Computer club for schools

(case study N6)

Contact Name: Eric Llewellyn
Email: eric.llewellyn@newport.ac.uk
Phone: 01633 432386
Institution: University of Wales, Newport
Address: City Campus, Usk Way, Newport NP20 2BP

Key words: PGCE and teaching, working with children, teaching programming to children, raising awareness of university.

How the initiative was introduced:

Throughout one faculty.

Aim:

The aim of the programme is to develop programming skills in young children aged 10-11 before they enter high school. The scheme offers final-year degree students the opportunity to gain work experience within local schools.

Description/approach:

A group of final-year students who have/are applying for PGCE studies on completion of their BSc award, will be taking a computer club for 10-11 year olds at a local school. The pilot will operate for one hour every two weeks. Students will be rotated through the club ensuring as many of our graduates get the opportunity to participate, while ensuring there is consistency for the children. Small bite-sized programming lessons have been written, which refocus the fundamentals of programming for younger children. The sessions will run fortnightly until Easter when all the participants will attend a mini-graduation ceremony.

Anticipated outcomes:

For the Newport students:

- 1) valuable work experience for current final-year Computing students;
- 2) a taster of the reality of teaching young children programming;
- 3) experience of developing lesson plans and materials for teaching, and their adjustment and modification, based on ability.

For the University:

- 1) a direct contact between the University and local schools;
- 2) very low resource advertising and promotional opportunities;
- 3) an opportunity to add value to the local community.

For the children (and their families):

- 1) development of key programming skills to underpin their high school studies;
- 2) awareness of University of Wales, Newport;
- 3) by utilising current students of similar social backgrounds, the children will have greater expectations of their future ability to study at University level.

Evidence of actual outcomes:

To be collected once the project has commenced.

Reflection/impact:

The immediate impact will be upon the Newport students and the value of the skills and experience developed to their PGCE application and studies. The short-term impact will be the raising of awareness of University of Wales, Newport to the local community, teachers, parents and siblings. The long-term impact will be a greater understanding of computing among the children at high school beyond basic IT. It is hoped that this will encourage more pupils to undertake A-level IT and enter undergraduate programmes in computing-related technical subjects. It is anticipated that this project will, at an early age, instil the idea of entering university to school pupils who had previously not thought this was an option for them.



Section 4: Developing leadership and enterprise

Enterprise, in the context of university education, has been defined as:

Students learning to use the skills, knowledge and personal attributes needed to apply creative ideas and innovations to practical situations. These include initiative, independence, creativity, problem solving, identifying and working on opportunities, leadership, and acting resourcefully to effect change. (Rae et al., 2010)

The increasing demand for students to develop leadership and enterprise skills while in higher education stems from the need for such creativity in a volatile and rapidly changing economy. The development of leadership and enterprise can also suggest an alternative career option in business start-up or self-employment.

But just how do you teach entrepreneurship?

The case studies in this section illustrate the variety of ways in which Welsh universities are attempting to stimulate students' interest in enterprise and to foster leadership and entrepreneurial capacity.

Simulating 'real world' projects and pitching for funding are a focus of the first two studies (A2 and A3), both of which aim to provide students with skills to seek funding for a business idea or community project. A form of simulation involving students taking a role as junior management consultants is also employed in a case study approach that involves students facing a variety of business problems and issues (study CM2). Developing a business idea and researching and writing a professional business plan is also emphasised in study SM3, which focuses on the skills and knowledge required to run a small business.

Specifically addressing the development of leadership enterprise skills in graduates is further illustrated in a number of studies. For example, the Certificate of Professional Development at Cardiff University (study C9) includes leadership in a curriculum of essential skills and the Future Leaders Programme at Glamorgan (study G9) seeks to raise students' aspirations and equip them with skills to develop their capability as potential leaders.

A suite of adaptable e-learning resources to encourage the development of enterprise skills has been used across programmes in Glyndŵr University (study GU1), whereas an experiential team challenge provides the opportunity for students to develop their entrepreneurial/intrapreneurial capabilities in study SM1. The 'Make an Impact Challenge' (study G4) also employs a business challenge to develop specific skills. 'Bright Ideas' at Newport (study NI) uses a variety of activities to facilitate students' identification and progression of self-employment opportunities, while study B2 engages with local interest groups and support agencies to further students' social enterprise awareness and skills.

The project pitch assessment

(case study A2)

Contact Name: Mark Smith

Email: mxs@aber.ac.uk

Phone: 01970 622646

Institution: Aberystwyth University

Address: Penglais Campus, Aberystwyth SY23 3DB

Key words: business pitch, grant, environmental management, employability, employer contacts.

How the initiative was introduced:

Through a module in an undergraduate programme.

Aim:

The new assessment was implemented within an existing second-year undergraduate module ('Environmental Management') with the aim of exposing students to the realities of undertaking a range of environmental management projects while also encouraging them to engage with employability.

Description/approach:

Students formed teams and presented a proposal for one of five grants on an environmental management project at a 'professional' conference at the end of the module. These projects were based on 'real world' projects and had been put together in consultation with local practitioners to best reflect the day-to-day activities of those working in the environmental sector.

To put across their project pitch, student teams were allocated a five-minute slot for a video presentation and an oral presentation. Space for an A0 poster was provided at the conference venue and each group also had five sides of the conference handout to present specific details of their projects. Students not competing for the same grant were designated 'roles' (e.g. environmental activist, Welsh Government representative) from which to question the other groups. Although such grants would not require a proposal of this format, it was felt that this adaptation would allow students to demonstrate the widest range of skills that would be required in the workplace. To develop a sense of competition, a 'popular vote' was taken before the next grant was introduced, though this was not used for assessment.

Anticipated outcomes:

From participation in this module it is anticipated that students will:

- become more aware of the challenges of working within a team on a 'real world' project;
- recognise the requirements of employers in the environmental management sector;
- engage with the novel assessment style;
- reflect on the competencies they have demonstrated during the module.

Emphasis is placed on using the project as a case study during the graduate recruitment process.

Evidence of actual outcomes:

An end-of-module questionnaire revealed that the majority of students (87% of respondents) enjoyed the new assessment and welcomed the variation in assessment style. The conference itself was a great success; students behaved professionally and showed that they had engaged with the process seriously. The local environmental management practitioners were very impressed with the presentations and the way students addressed questions. One council member noted: "All projects executed with endeavour and imagination. With such enthusiasm the future's bright, the future's green!"

Overall, the biggest challenge to the success of the module was the emphasis on group work, which several students found problematic. However, teamwork was the competency that students claimed to have developed most throughout the module.

Reflection/impact:

The professional attitude that was encouraged throughout the module was extremely important. This was reflected in all the module materials: assessment outlines were written as though students worked for a particular company, charity or governmental organisation. For example, each project required that teams must address 'key deliverables' and explained who the awarding body was. Formal dress was encouraged at the conference, which took place in a real conference venue on campus. This added authenticity to the assessment and encouraged students to take the process seriously.

The presence of local environmental practitioners at the conference was the biggest single factor in motivating students. The 'live' projects, where, for example, ideas put forward by students formed part of a public consultation by the local council for a real upcoming grant proposal, were by far the most popular. Most significantly, 60% of questionnaire respondents claimed that they are more likely to pursue a career in environmental management after taking this module.

One student quote says it all:

Thank you for an interesting and motivating module! I really feel that yesterday aided myself (and I'm sure everyone else in the room) in developing 'real world' skills. I felt a great sense of achievement, and personally felt very professional! I just wish more modules were the same.

Pitching for funding: group assessments in undergraduate Sport and Exercise Science

(case study A3)

Contact Name: Chris Morris-Thornton

Email: chl@aber.ac.uk (Link Careers Adviser)

Phone: 01970 628670

Institution: Aberystwyth University

Address: Penglais Aberystwyth SY23 3DB

Written by: Emily Oliver (ejo@aber.ac.uk), Lecturer and Employability Co-ordinator Department of Sport and Exercise Science, Aberystwyth University

Key words: presentations, group work, business plan, funding, business pitch, employment.

How the initiative was introduced:

On a module (core module for C600 programme).

Aimed at:

Second-year students in Sport and Exercise Science.

Description/approach:

Within the module 'Skills for the Sport and Exercise Scientist II', students are informed that applying for funding is a common feature of jobs based in regional development, consultancy, government agencies, the public sector, sport provision and development, and academia. As such, to realistically mimic the type of activity that they might be asked to undertake post-graduation, assessments take the form of a group 'project pitch', seeking funding for a business idea or community project. In self-selected groups of up to eight students, each group presents to a panel composed of University and departmental staff, as well as invited external funders or business representatives. The 20-minute pitch and ten minutes of questions are preceded by a programme of workshops and invited speakers to assist students and to help them to refine their ideas.

Anticipated outcomes:

Students will know how to integrate Sport and Exercise Science research into practical applications, and develop an awareness of how to develop in a group a business plan, grant application or product development plan. It is hoped that this will raise student awareness of potential opportunities post-graduation, as well as stimulating creativity and enterprising ways of thinking.

Evidence of actual outcomes:

There are consistently good DLHE results from this department. This assessment is running for the second year; last year it received positive feedback from first cohort and module attainment above departmental average. Feedback received so far illustrates student responses to speakers and links to Dynamo Role model and Graduate Start Up schemes.

Reflection/impact:

As a tutor it has been incredibly rewarding to see student engagement in this task, particularly from some students who have been less engaged in more academically oriented modules. The external speakers and assessors have all commented on the quality of the work produced.

Threshold concepts and case study method in Business and Management

(case study CM2)

Contact Name: Mark Sutcliffe

Email: msutcliffe@uwic.ac.uk

Phone: 02920 417173

Institution: Cardiff Metropolitan University

Address: Western Avenue, Cardiff CF5 2YB

Key words: threshold concepts, case study, role-play, soft skill development.

How the initiative was introduced:

Through a module.

Aim:

To focus and deepen students learning in relation to key concepts within the discipline, by getting students to apply such concepts to a real company in a series of hypothetical situations.

Description/approach:

The case study method in Business and Management teaching is well established and widely used as a means of giving students the opportunity to put into practice the theory, tools and techniques they have learned. Using real-world examples students are able to explore how their solution to a problem or scenario compares to that of the business in its real and imperfect world setting. It is a valuable teaching and learning tool. In an attempt to build upon this method, and focus more directly upon key threshold concepts within the Business and Management syllabus, the teaching team have blended elements of a real-world business with hypothetical business problems. Why have we done this? The first and foremost reason is to constrain and focus learning, directing it specifically to a single threshold concept. Our students, final-year undergraduates, have limited business experience and at best only an intermediate knowledge of business practice. By focusing learning on key conceptual points it enables us to construct and develop the students' knowledge base in a more structured and assessable way, ensuring that key points are understood and not lost in the wealth of detail and sophistication that often accompanies real-world cases.

At the start of the year we inform students of their role as junior management consultants, and that they work for a management consultancy business called 5P. They are allocated into random teams of three or four students, where upon they are required to give themselves a team name. Students remain in these team groups for the duration of the year. Students are then briefed about the business they are to advise and then given a task to solve. On a two-hour fortnightly

workshop cycle, at their next session they are required to present their solution to the task to myself and a colleague acting in the role as 5P senior partners. All work is formatively assessed both in relation to successfully completing the task and the presentation performance. With a fortnightly workshop programme we effectively operate with a series of ten meetings for the year. Throughout the year we have four case study sessions and four presentation points. As such the case study is fully integrated into our programme of study. All supporting sessions and materials are used to deepen student knowledge and focus on key threshold concept development. By using the same case study example facing a variety of business problems and issues, students develop a growing familiarity and knowledge of the case. Where possible we allow groups to develop ideas and concepts from their earlier work. In this respect all groups might offer unique and potentially different solutions to problems and issues. For example, the first task we set students is to develop a new business model for an established 5P client. They are required to specify the dimensions of the model and justify its creation. The second task asks students to take this new product/service and discuss issues relating to its market and competitive positioning. Further interventions focus on advising the client on a joint venture proposal, and developing a corporate social responsibility programme.

Anticipated outcomes:

- deeper student knowledge;
- improved hard and soft skills, such as presentation and communication, as well as effective team working;
- reinforcing the recognition of the link between theoretical business and management and its practical application.

Evidence of actual outcomes:

Feedback we have collected on this approach has proved to be largely positive. The Dragons Den/Apprentice style presentations and feedback, although initially filled students with dread, encouraged many to improve their performance and take onboard our observations. The continuous formative feedback offered via this workshop framework was invaluable in promoting this process. Students expressed feelings of ownership both of their groups and ideas, and genuine enthusiasm to see their products and ideas develop. It appears that although initially designed to enhance knowledge development, in fact one of the biggest impacts this problem-based learning approach has had has been on skill development and promotion. Presentation skills, team-working skills, and reflection and evaluation have all been identified by students as positive outcomes of this approach.

Reflection/impact:

Placed within a year-long portfolio assessment scheme student engagement with this case study approach to learning is not optional. However, we are confident that we are producing students with more and deeper core knowledge, higher levels of confidence, and better problem-solving abilities. From a teaching perspective the delivery pattern is challenging and time-consuming, although the manner of delivery is fun and filled with variety. For this coming year we are looking to extend this approach into the end-of-year examination.

Professional Studies (Faculty of Art & Design, SMU)

(case study SM3)

Contact Name: Ian Simmons

Email: ian.simmons@smu.ac.uk

Phone: 07817 203463

Institution: Swansea Metropolitan University

Address: Dynevor Centre for Art, Design & Media, Swansea SAI 3EU

Key words: industrial collaboration, creative practice, self-employment, business planning, pricing work, IP, briefing, pitching and quoting.

How the initiative was introduced:

Throughout all programmes in the Faculty of Art & Design.

Aim:

To provide the students with the experience of planning a business/becoming self-employed and forging a career in the creative industries.

Description/approach:

Professional Studies provides a learning experience where the students are asked, in small groups, to come up with a business idea and then research and write a professional business plan. There is an emphasis on the skills and knowledge required to run a small business, whether it be a freelance creative, or proprietor of a larger organisation. With the latest figure being that over 70% of all work in the creative industries is of a freelance nature it is important that students learn the skills they need to compete for this work. The module comprises lectures on intellectual property rights and all aspects of writing an effective business plan, pitching the business idea to investors/potential collaborators, running a SME and the legal/financial implications, negotiating fees, pricing work, the importance of effective time management, etc.

The delivery is split between lectures and tutorials, where questions can be answered regarding the students' business proposals. At the end of the module students are required to pitch their ideas to a panel of industry professionals and also to their peers.

The requirement for agreed student proposals and the monitoring of project development through tutorial support ensure relevance of learning for employment and self-employment. Challenges include the students establishing positive networking links with peers from associated courses; however, it is this challenge that makes the project an extremely useful learning experience – relationships formed during the module have often led to reciprocal work opportunities for all

parties. Contact with industry professionals offer potential links for future career advancement. Raising awareness of the transition from personal creative work to future employment opportunities presents a valuable experience of learning for employment/self-employment.

The value of networking to establish strong business contacts and identify potential freelance opportunities is clear: students are encouraged to work with peers from different disciplines and this has often led to collaboration on creative briefs after they have graduated.

Anticipated outcomes:

- for students to identify and research potential business/freelance opportunities;
- for students to develop an understanding of the industry they wish to enter and develop a professional approach to pitching for and pricing potential commissions/opportunities;
- for students to develop entrepreneurial skills and gain confidence when talking to clients and trying to win commercial contracts;
- for students to research their market/industry and develop the skills needed to survive in a competitive environment;
- for students to develop knowledge of the value of their work; i.e. intellectual property rights, what constitutes IP infringement and how to exploit their work through licensing and protection of IP.

Evidence of actual outcomes:

The module has led to many successful business start-ups by graduates. Ideas formulated during the module have become fully fledged businesses and support continues after the students have graduated.

Reflection/impact:

The opportunity to engage with peers from different, but associated, disciplines and industry professionals provides a valuable learning experience for the students, while also enhancing their future career prospects prior to graduation. They learn to value their work in a professional environment, become more confident when pitching for commercial briefs and learn how to organise their time to maximise their potential for success.

Cardiff University Student Development Programme

(case study C9)

Contact Name: John Steele
Email: Steelej@cardiff.ac.uk
Phone: 02920 781489
Institution: Cardiff University Students' Union
Address: Park Place, Cardiff CF10 3QN

Key words: key skills, personal development, employability.

How the initiative was introduced:

The Student Development Programme is a curriculum of essential 'soft' and personal skills and knowledge, which are not only of benefit to students, but are those upon which employers place real value in today's fast-flowing and competitive world. The programme was initially introduced in 1996 to certificate students with the learning they had obtained in order to represent their peers in academic affairs. The programme has gradually grown and now provides a comprehensive package of training events in a variety of disciplines.

Aims:

The key aims of the programme are to enhance students' skills in a range of employability areas, such as teamwork, problem solving and leadership, and to build their confidence while they're studying.

Description/approach:

The programme is broken down into three main areas – Certificates of Professional Development; Health, Safety and Well-Being; and Specialised Courses.

Certificate of Professional Development (CPD)

There are three groups of 'super skills' in this scheme – communication, personal effectiveness and leadership. Each of these leads to a certificate that is signed jointly by the Vice-Chancellor of the University and the President of the Students' Union. To achieve a Certificate of Professional Development students need to attend and actively take part in the five two-hourly core segments under each super skill followed by a short reflective account after attending the fifth segment.

Health, Safety and Well-Being

This comprises:

- CIEH Level 2 Award in Health & Safety (six hours; external certification);
- Emergency First Aid for the Appointed Person (six hours; external certification);
- How Not To Lose Friends and Alienate People – dealing more effectively with angry feelings in yourself and others (two hours; optional certificate for attending);
- In Pursuit of Perfection (two hours; optional certificate for attending);
- Nightmare on Uni Street – surviving exam anxiety (two hours; optional certificate for attending);

- Self-defence techniques (two hours; optional certificate for attending);
- Stress Less (two hours; optional certificate for attending).

Specialised Courses

This area includes:

- British Sign Language (certificated to BSL Level 1 upon successful completion of the course);
- STEPS To Excellence for Personal Success (five sessions of four hours, certificated by The Pacific Institute).

Anticipated outcomes:

In each academic year it is hoped that the number of attendees and attainments of the professional development certificates will increase over the previous.

Evidence of actual outcomes: In the academic year 2010-11, 1,271 individual students attended at least once while there were 4,304 total attendances. The number of CPDs attained totalled 337. All certificates attained were of considerable interest to employers with students known to be quizzed more on these mainly extra-curricular activities than their degree subjects during job interviews. The Student Development Programme has been continuously supported by PricewaterhouseCoopers LLP as an excellent opportunity for students to develop their key transferable skills. Well-developed communication skills, leadership and problem-solving techniques are viewed as key to helping secure employment. Feedback from students has cited the benefit of completing such training and many have viewed it as instrumental in helping them achieve graduate positions in major firms. The Student Development Programme has continued to utilise a small team of peer trainers to deliver some of the sessions each term. This has greatly helped each individual further develop his/her own presentation, facilitation, leadership and interpersonal skills.

Evaluation/impact:

Students have continually praised the programme for help in building their confidence and employability prospects with many citing how the skills and knowledge gained have enabled them to grow in esteem and realise that there is a future in their chosen vocational area despite the current financial climate suggesting otherwise. Indeed a recent survey of previous student users of the programme has shown 98% of respondents to be in employment or continuing higher education. Some examples of the feedback received appear below:

Very useful and not too time consuming, can easily be fitted around studies; everyone very friendly and easy to approach; I wasn't afraid to participate at any point; definitely worth doing to gain valuable skills and meet new people.

The course content (STEPS To Excellence) helped me to find out more about myself and how to use my potential more effectively to achieve my goals: at university and at work as well as in my private life.

My CPDs were highly valued by my current employer and the sessions helped me to be more confident when attending interviews, knowing what to emphasise about my qualifications and abilities and how best to network.

I gained qualifications that I could demonstrate on my CV and in application forms. Frequently, these qualifications were essential requirements and I could fulfil the person specification outlined on job advertisements.

Future leaders programme

(case study G9)

Contact Name: Dr Andy Thompson

Email: athompso@glam.ac.uk

Phone: 01443 482853

Institution: University of Glamorgan

Address: Pontypridd CF37 1DL

Key words: leadership, communication, coaching, team development.

How the initiative was introduced:

Throughout one faculty (Business and Society).

Aim:

The purpose of the programme is two-fold: to raise the aspirations of our students (especially to encourage them to think of themselves as future leaders in their chosen fields) and to equip them with skills that will enable them to develop their capability as potential leaders.

Description/approach:

The programme is aimed at humanities and social sciences students to give them an introduction to the concept of leadership.

It has three streams:

- 1. Reflections on Leadership** – This will be a programme of five or six talks on leadership. These events will equip students with an understanding of 'leadership' as personally experienced and conceived by speakers from a diverse range of professional backgrounds.
- 2. Skills for Leadership** – This programme of six sessions is designed to impart some key skills associated with leadership. Delivered through activity workshops, these sessions will cover issues such as communication, coaching, and team development for future leaders.
- 3. Preparing Graduate Leaders** – Run in conjunction with the University Careers Service and professionals from a range of external organisations, this programme of events is aimed at raising students' awareness of graduate employment opportunities and the skills necessary to succeed in the associated selection processes. In addition to sessions on specific graduate entry programmes, such as Civil Service 'fast track', other workshops will include advice on interview training and 'personal branding'.

These sessions will be open to all humanities and social sciences students, but workshops will be limited to a maximum of 20-25 places. In addition to this 'open access' scheme, we will aim to recruit via competitive entry from across the Faculty of Business and Society a cohort of 20 students, from diverse disciplinary backgrounds, who will be given additional opportunities, including participating in a Future Leaders Summer School.

Anticipated outcomes:

Development of students' leadership skills, increase in their confidence and raising their awareness of the leadership opportunities available within their chosen fields.

Evidence of actual outcomes:

Not applicable yet as this is a new programme.

Reflection/impact:

Not applicable yet as this is a new programme.

Enterprising You

(case study GUI)

Contact Name: Mary Bradley
Email: m.bradley@glyndwr.ac.uk
Phone: 01978 293418
Institution: Glyndwr University
Address: Plas Coch Campus, Mold Road, Wrexham LL11 2AW

Key words: entrepreneurship and enterprise, employability, curriculum tool.

How the initiative was introduced:

It was introduced across the whole University available through the virtual learning environment of Moodle as part of a range of teaching and learning materials (videos and documents) available to all students.

Aim:

Originally funded to support part-time students, it has broadened to potentially support all students' professional and personal development, with enterprise skills as an essential underpinning element. It uses web access to allow engagement and development of students to increase their employability. The project aims to:

- provide a tool for academics to use within the curriculum;
- raise the profile of entrepreneurial learning, enterprise skills and employability within Glyndwr University and its stakeholders.

Description/approach:

A regional lack of agreement as to what constitutes entrepreneurship and enterprise was satisfied by the Centre for Entrepreneurial Learning adopting and customising a model of Opportunity Centred Entrepreneurship, which links theory, concept and practice rather than showing a simple linear progression, providing a more flexible option. Initially Professor David Rae's model was identified as being of semantic and practical use as it avoided lengthy theoretical debates around definitions and enabled moving straight to action with academics. Therefore entrepreneurship, enterprise and employability are not pedantically defined but teaching methods 'for' rather than 'about' are favoured using actively engaged pedagogy that is facilitated, rather than led, by academics. Students are encouraged to take ownership of their journey to self-efficacy and self-knowledge to the benefit of their private, social and corporate lives. Employability is seen as an important facet of enterprise/entrepreneurship where developed enterprise skills enable intrapreneurship, increasing the graduate's value as an employee; entrepreneurship as venture creation is seen as just one highly developed possible outcome.

A suite of seven short (five to eight minute) e-learning resources focused on action orientation was developed, which could be mounted in the University's Moodle VLE accessible to all students and staff. The resources encourage the development of enterprise skills linked to the learning outcomes highlighted in the Glyndwr model for Opportunity Centred Entrepreneurship education as well as:

- being attractive to and engaging student participation;
- motivating students to complete the modules through a simplified, flexible user interface allowing the student to chose their route;
- making learning fun.

The platform develops employability by setting students a series of interactive tasks and challenges that are designed to explain, develop and test key enterprise skills such as practical creativity, the ability to solve problems with original solutions, team working, goal setting and strategic thinking, planning tasks and managing resources.

Each of the modules follow a simple format with clear aims, instructions, content and activities designed to develop and test the students as they progress. These are delivered using a mixture of content suitable for a wide range of abilities, some of which is designed to be taken off-line as printouts and used or reused as required.

Equally the resources can be used as part of a class-based activity or series of sessions throughout the year, and to aid this the software is provided with guidance sheets for staff and a certificate that can be given to learners to record completion of the modules. Once we started developing the materials we realised they had the potential to be useful for young people in other universities, colleges and also schools. We hope that it will allow some institutions to develop a wider engagement with their enterprise services, while also providing a useful addition to existing programmes such as the Welsh Baccalaureate, which get young people thinking about creating opportunities. The brand 'Enterprising You' was chosen to give initial ownership to the student

Anticipated outcomes:

The following learning outcomes were identified:

- self-awareness: practitioners are able to understand their own values, experiences, motivations and emotional behaviours and use this knowledge to make changes in themselves;
- collaborative working: working as part of team sharing knowledge and ideas and networking with others;
- practical creativity: the application of creative techniques to solving problems and generate new value (in a situational context);
- opportunity awareness: the ability to explore opportunities in a range of contexts and react to them;
- strategic thinking: the planning of projects/resources and evaluation of these against outcomes;
- action orientation: the disposition to do; engaging with people and environments to create new value.

We expect learners to take greater responsibility for their own learning and act on opportunities to improve their employability, leading to greater student engagement with entrepreneurship/enterprise and enhanced employability.

Evidence of actual outcomes:

As EnterprisingYou was only made available on Moodle in September 2011 it is too early to evaluate actual outcomes. Funding of evaluation approaches is financially restricted and, therefore, unless EnterprisingYou is facilitated by academics in an integrated curriculum, we anticipate measureable outcomes to be restricted to the number of logins to the software.

Reflection/impact:

It is one of the first tools of its kind to offer learners a self-directed introduction to enterprise skills and employability, an essential underpinning to give them the confidence to go out and find their own opportunities in a range of careers, or even start their own business. Internally a number of tutors across a range of subjects are embedding EnterprisingYou into their courses as part of their drive to increase their students' enterprise skills. In Nursing and Construction EnterprisingYou is used as part of the students' professional skills modules, while in the Enterprise modules it is used as a core delivery tool across all three years. Externally, it could provide a useful addition to existing programmes such as the Welsh Baccalaureate, which gets young people thinking about creating opportunities.

SMUDGE enterprise BBC Children in Need challenge

(case study SMI)

Contact Name: Lucy Griffiths
Email: lucy.griffiths@smu.ac.uk
Phone: 01792 481151
Institution: Swansea Metropolitan University
Address: Swansea Business School, Mount Pleasant, Swansea SA1 6ED

Key words: entrepreneurship, social enterprise, experiential learning, Dynamo role models, Big Ideas Wales.

How the initiative was introduced:

Across two faculties (Faculty of Business and Management and Faculty of Applied Design and Engineering) and multiple schemes of work.

Aim:

The aim of this project is to provide students with the opportunity to practise and further develop their entrepreneurial/intrapreneurial capabilities through an experiential team challenge while benefiting a good cause.

Description/approach:

Students were asked to attend an Enterprise Week event, but not told what they would be doing. This element of surprise was built in to simulate the time pressures the learners might experience in a business start-up situation. Teams of around five

students were challenged to raise as much money as possible for the BBC Children in Need appeal and to present back to the group what they did the following week. A Children in Need currency 'Puds' was created, and all groups were given a small seed fund and the opportunity to approach the 'Bank of Pudsey' for a loan. Loans of up to £100 were available at the discretion of the bank manager, with interest rates being set based on the credibility of the loan application. All students who took out a loan signed an agreement to repay it with interest the following week. A wholesaler, 'Teds', was also available to students. This supplier held stock of official Children in Need merchandise, which student teams could buy to support them in their activities. A range of items was available at different price points, requiring students to come up with a purchasing strategy. Items included both items for simple resale and 'investment' items such as a baking kit, which would enable students to produce their own goods for resale.

Students were given a safety and legality briefing and also signed disclaimers to state that they would take responsibility for the safety and legality of their fundraising activities. The BBC filmed the event and several students were able to attend the live BBC Children in Need show. The following week, students attended a wrap-up session where they repaid their loans and presented their strategies to the whole group. They were encouraged to question each other and reflect on the strategies devised. Tutorial sessions were used to underpin the learning by considering their strategies in the context of different business planning models.

The activity was supported by the Welsh Government's Big Ideas Wales Project, and the ACRO model (Attitude, Creativity, Relationships and Organisation) on which this scheme is based was used to design and evaluate the programme.

Anticipated outcomes:

- cross-faculty collaboration on the first stage of the SMUDGE Enterprise scheme for 2011-12. This project aims to bring students from different subject specialisms together to cross-fertilise business skills and innovative ideas;
- simulation of start-up conditions (strategy, product/service design, financial management, marketing, team working) enabled students to practise in a contained environment;
- the task was designed to develop each of the key capabilities outlined in the Welsh Government's ACRO model;
- the competitive element enabled students to experience this aspect of the business environment;
- legal and health and safety issues were stressed, and the need to 'sign' disclaimers and loan arrangements helped students gain an understanding of the legal/H&S considerations and responsibilities faced by organisations;
- wrap-up and reflection sessions enabled students to reflect on their own performance and the performance of others, and to consider their approaches in the context of theory and business practice;
- the challenge provided the opportunity for students to see event management and public relations/media work in action;
- funds were raised for charity.

Evidence of actual outcomes:

All students repaid their 'loans' on time and raised additional funds. In total, the groups raised over £1,500. Student reflections on their performance showed that they had learned from areas of the task where they could have improved their strategy and from seeing what other groups had come up with.

Students were able to analyse and evaluate their performance using business planning models. Students reflected on the importance of investment and having a back-up plan and were fully engaged with the task and expressed a sense of enjoyment in the learning. The majority of students expressed an interest in taking part in future SMUDGE enterprise activities.

Reflection/impact:

More than 50 students were placed in a semi-real situation where they faced many of the issues faced by start-ups. Questions of strategy, time pressure, competition, resource scarcity and protecting their intellectual property were all part of the task at hand. Each group approached the task differently, and as the groups presented back their reflections on the task, the whole cohort was able to evaluate which strategies were successful and why. Students were encouraged to critically analyse their own performance as well as providing constructive criticism and praise for others, so the whole group benefited from the reflective sessions.

Students were fully empowered in this task to learn independently and in a real-world context.

Make an impact (case study G4)

Contact Name: Amanda Jones
Email: ajones14@glam.ac.uk
Phone: 01443 484129
Institution: University of Glamorgan
Address: Pontypridd CF37 1DL

Key words: enterprise and creativity, employability, skills development.

How the initiative was introduced:

Through one school and available to second-year Business students.

Aim:

The 'Make an impact' challenge, which is run on an annual basis for second-year Business students, was organised to encourage cognitive learning where students are encouraged to develop their capacity to connect thought to action and theory to practice, and to attempt to furnish students with appropriate skills, beyond knowledge about their chosen discipline.

Description/approach:

Prior to the start of the challenge the students are given a brief on what is expected of them and the competition rules. On the first day of the challenge the students form their groups and advise the business challenge staff of their business idea. Staff need to be satisfied that the business is viable and there are no health and safety or ethical issues with the proposal. Once staff are satisfied that it is a viable idea, students are given £10 capital per team member to assist with the start up costs of the business. The business is expected to trade for at least a week during which the students have no other timetable commitments. Students have the option to operate their business for a second week, although this must co-exist around their other timetable commitments. Eventually students have to pitch their idea to judges formed of staff, entrepreneurs and student peers. During the 25-minute presentation team members have to discuss their idea, strategy, profits and most importantly reflect on their experience and learning. On completion of the pitch, the team have five minutes to defend it as the judges examine its viability.

Anticipated outcomes:

The students benefit greatly from the opportunity to critique their peers' efforts, which enables them to reflect on their own efforts. Importantly all students receive detailed verbal and formal written feedback from the judges and peer evaluation.

Evidence of actual outcomes:

Students identified the value of the business challenge in acquiring real-life experience of specific business skills such as marketing, sales and strategic planning. In addition they recognised the development of their working skills in facets such as improved team working and ideas development.

Reflection/impact:

The business challenge played an important role in improving both business and transferable skills of students and this benefit will be applicable and relevant to the development of individual student competencies. The students have been provided with a memorable, positive and enjoyable experience, which they will positively relate to their undergraduate programme.

Bright Ideas

(case study NI)

Contact Name: Emma Forouzan

Email: emma.forouzan@newport.ac.uk

Phone: 01633 432335

Institution: University of Wales, Newport

Address: Caerleon Campus, Lodge Road, Newport NP18 3QT

Key words: relating academic theory to professional practice, continuing professional development, self-employment and entrepreneurship.

How the initiative was introduced:

Across the institution.

Aim:

To enable students to turn theory into practice, enhance professional practice and to identify and progress self-employment opportunities.

Description/approach:

'Bright Ideas' at Newport facilitates students to develop and refine entrepreneurial thinking, behaviour and skills by focusing upon the three areas, as suggested by Welsh Government, below:

- **Awareness** – developing an entrepreneurial culture where starting a business and self-employment is presented as a realistic option and giving young people the confidence to be entrepreneurial by raising the profile of Bright Ideas across the University and by bringing in a mixture of high profile, local and graduate entrepreneurs into the classroom, embedding entrepreneurial learning into the curriculum and showcasing activity internally and externally.
- **Learning** – equipping young people with the relevant skills, knowledge and experiences to develop their capacity to behave entrepreneurially. Learning takes place through embedded curriculum, workshops, seminars, networking events, the student market, student enterprise club and internal and external competitions and challenges. The Enterprise Educators Awards has recently been launched to reward staff who incorporate entrepreneurial learning outcomes into the curriculum.
- **Support** – where appropriate, providing relevant business support to enable young people to take their ideas forward and start a business. Support is offered through business surgeries (to develop their ideas and business plans), the Bright Ideas Den (opportunity to pitch for up to £1,000 to develop their business idea while they are studying or on graduation) and the Fairwood Trust scholarship (£5,000 to develop the business and six-months mentoring for graduates), and through the signposting to external support, funding, incubation and networking opportunities.

All of the activity above has played an important role in supporting, encouraging and stimulating the application of academic knowledge to the professional practice self-employment environment with a number of notable successes from the Newport alumni. Continuing links between the alumni and current academic staff have directly impacted on the enrichment of the student learning experience.

Anticipated outcomes:

- for students continuing professional development in applying academic learning to real-world problems in preparation for self-employment;
- for the University provision of successful examples of applying theory to practice in practical situations to enhance self-employment by students.

Evidence of actual outcomes:

For students:

- increased numbers of students seeking support from Bright Ideas business surgeries to develop their ideas;
- increased numbers of students pitching successfully for Bright Ideas Den funding;
- increased number of self-employed students;
- increased number of graduate entrepreneur profiles and attendance to events and lectures as guest speakers.

For the University:

- continued promotion of Bright Ideas to students and staff;
- Bright Ideas activity incorporated into strategic documents.

Reflection/impact:

From a student perspective, Bright Ideas facilitates graduate learning activities that expose and prepare students not only for self-employment, but also to be intrapreneurs within existing organisations. Bright Ideas uses the Welsh Government's ACRO model of entrepreneurship skills to plan activities that expose and allow them to learn from their own experiences. Students are able to self-reflect on their capacity to be enterprising through the use of this model, which focuses on attitude, creativity, relationships and organisation. Application of the model will impact on the student learning experience and enhance graduate attributes, particularly those relating to self-employment.

Social Enterprise Accelerator

(case study B2)

Key words: social enterprise, community, entrepreneurship, business planning, presentation skills, third mission, innovation and engagement.

How the initiative was introduced:

It was always envisaged that the Social Enterprise Accelerator would be a multi-disciplinary programme across all schools. For the purposes of this pilot the programme was introduced largely through the School of Psychology with some involvement from Business School students. Following the success of the pilot it will now be rolled out across the University and made available to undergraduate and Masters students from all disciplines.

Aim:

Students from Bangor University will come together with academics, social entrepreneurs, and representatives from public and private bodies to either create new social-enterprise concepts or to help build/strengthen currently existing ones through product/service development or diversification. The seed concepts will come from several sources. First, there are existing agencies that have the mandate of supporting the growth of social enterprises. Working with such agencies, we will identify approximately five local social entrepreneurs who might be interested in participating in the Social Enterprise Accelerator. Additionally, local authorities and other similar groups often have a clear overview of areas that could potentially be supported by new social enterprises. Thus, we will appeal to such groups to come along and offer up observations around which social enterprises could be created. We will recruit students from across a wide range of schools to participate in this entirely voluntary student activity. They would work with a wide range of 'experts' who would come in and run sessions. These might include some academics, but would also include people from a range of other groups/agencies – some of whom have a mandate to help move forward social enterprises.

Description/approach:

The students will receive some initial introductions, background, case studies and team-building activities. They will then get to meet some real social entrepreneurs who will offer case studies of their enterprises. They will also participate in activities that will get them to start thinking about possible themes/problems/concepts around which they might craft a new social enterprise. Later, the various concepts will be presented to the students and they will have time to explore them, ask questions, and engage in some free-ranging brainstorming. The students will get to vote (secret ranking ballot) for which concepts they would most like to work on. The students will be distributed into teams and will begin working with their chosen/assigned concept – initially around gathering evidence for the need/desire/uniqueness of such a concept (skills taught: financial planning). They will begin putting together a business case and an initial pitch document (skills taught: business planning). Later they will work together to solidify their concepts and cases into a presentation (skills taught: synthesis, presentation, marketing). Of course, since one of the main goals of the programme would be to actually move things forward, they should start to ensure that there is some form of business plan. Finally, they will present their concepts to a panel of judges to seek potential support to further develop their concepts.

Anticipated outcomes:

There are several desired outcomes from this programme, which include:

- introducing the concept of social entrepreneurship as a potential career path;
- providing a knowledge exchange platform between the University and the local social enterprise community;
- making best use of the vast student resource in supporting social enterprises;
- providing enterprise and business skills and awareness to students;
- bringing together University expertise, student resource, local interest groups and support agencies to further the social enterprise agenda.

Evidence of actual outcomes:

Four groups completed the pilot programme and pitched their concepts to a panel of judges comprising entrepreneurs. Three of the concepts were generated by the students themselves while the fourth was in collaboration with an existing social enterprise. The social enterprise concepts themselves generated significant external interest and support, with one of them receiving an offer of collaboration from the CEO of a large local social enterprise and another from the founder of the largest food festival in North Wales.

The programme, although only at the pilot phase, has seen a high level of interest from social enterprises and businesses, many of whom have provided support in the form of time and advice throughout the pilot.

Reflection/impact:

The attitude of the participating students over the course of the programme has been fascinating. Their motivation, commitment and enthusiasm, for what is an extra-curricular and purely voluntary activity, has been far greater than anticipated. As opposed to viewing it as a purely academic exercise, at least two of the groups now intend to pursue their social enterprise concepts to business start-up. In January 2012 we will be collecting data from the participating students and social enterprises to better understand the reasons for their high level of engagement and motivation during the pilot programme in order to capitalise on this in future iterations of the Social Enterprise Accelerator.



Section 5: Expanding professional networks

A great deal of professional learning happens in discourse with colleagues and peers, and professional networks provide a valuable source of career contacts, support and information. It is therefore no surprise that a number of the cases concern, in one way or another, strategies to build, maintain and learn from professional networks. Professional networking is seen as involving “an ability to identify and understand other people’s work in relation to one’s own, and to assess the value of the connection with these others for potential future work” (Rajagopal, 2012).

Study CM13 shows how such professional relationship building is a key component of the wide range of activities that are included in the ‘Cardiff Design Festival’. Providing such opportunities to showcase students’ work and develop professional contacts is also central to the Nutrition programmes described in study CM4.

The instigation of student projects that link with practitioners in various ways also helps in the development of professional contacts. Examples of such projects can be found in a consultancy-based approach (study SM8), an Art and Design project that involves students proposing employment opportunities to potential clients (study SM6) and students undertaking a ‘live’ advertising brief set by a practitioner (study N2). Collaboration between employers and academic staff to foster close working relationships and to provide timely information on potential employment opportunities is also demonstrated in study C2.

Finally, programmes that incorporate an element of work-based learning will always offer the opportunity to extend students’ professional network. Such programmes include foundation degrees, as shown in study G3, and the innovative work placement scheme described in study G2.

Cardiff Design Festival

(case study CM13)

Contact Name: Olwen Moseley

Email: omooseley@cardiffmet.ac.uk

Phone: 029 20417204

Institution: Cardiff Metropolitan University

Address: Llandaff Campus, Western Avenue, Cardiff CF5 2YB

Key words: Cardiff Design Festival, design in Wales, creative industries, collaboration, innovation, and employment.

How the initiative was introduced:

Throughout one faculty.

Aim:

The Cardiff Design Festival was launched in response to the identified gap in the support available for those involved in the Welsh design industry to provide a forum for celebrating its achievements, promoting the value of good design to the public, politicians and policy makers, provoking debate about the role of design in society and to build links between academia and the Welsh design sector.

Description/approach:

Cardiff Design Festival is convened and co-ordinated by Cardiff School of Art and Design (CSAD) and takes place for two weeks in October each year. CSAD organises key Festival events including the Best of Welsh Design Awards open to any designers working in Wales or working with Welsh companies, the Best of Welsh Design Graduate Awards, open to all those graduating from Welsh universities or Welsh students graduating from elsewhere, and the accompanying travelling Best of Welsh Design Awards exhibition and online showcase. The Festival's website is populated and updated by CSAD working in collaboration with a design company that builds and maintains it technically. CSAD also co-ordinates a Festival launch at the Senedd, the student portfolio clinic held in collaboration with D&AD and to which students from the other member universities and art schools are invited, the Festival's closing party and then a number of other events. In total the 2011 Festival was made up of about 70 events ranging from talks and exhibitions, workshops and socials organised by a very wide range of designers and design organisations.

The Festival aims to promote the whole scope of the design sector and so events range from a Design Wars organised in a backstreet warehouse by a design agency, which attracts many students, to an event organised this year by the Eco Design Centre in conjunction with Llamau, a housing charity, teaching young people about how design and environmental issues can be built into business planning, to a games day at Chapter Arts Centre organised by a collective of designers (who came together through the Festival), to open studio events held by fashion designers, talks by illustrators from Wales and from London, a party organised by a furniture retailer and interior design company, to puppet shows, an emerging PhD researcher evening, talks on service design and collaboration organised by Design Wales and a range of illustration, jewellery and design exhibitions.

Anticipated outcomes:

- building relationships between members of the design community and between the design community, Cardiff Metropolitan University, CSAD and other education institutions;
- encouraging the design community to provide as many opportunities for our students to experience live briefs, and develop contacts with design professionals as possible;
- demonstrating the value and importance of university-based design education programmes.
- increasing awareness on the part of politicians and policy makers of the value of design;
- increasing industry/business/general public's awareness of the value and impact of design.

In the last two years the impact that the Design Festival can have on building the overall profile of the city has also been recognised.

Evidence of actual outcomes:

Many positive outcomes have been achieved since the Festival's launch in 2005 and include the following:

- Cardiff and Co worked with the Festival team and other organisations staging events in Autumn 2011 to launch the @CreativeCardiff campaign promoting the city as a centre for creative culture;
- the Student Portfolio Clinic now consistently attracts the support of about 25 individual designers happy to give up an afternoon to mentor not only CSAD's students but those from the University of Wales, Newport, from Swansea Metropolitan University, from the University of Glamorgan and the University of the West of England, with students from Hereford School of Art and Design also attending for some of the day;
- submissions to the Best of Welsh Design Graduate Awards have increased since the launch in 2009;
- many live brief projects now take place for CSAD's Graphic Communications students because of the closer links that have been made with the local design sector and the appreciation that they have of the skills and contextual education that the University provides to those who will soon be joining the industry. So, for example, live projects have been organised in the last two years with Cardiff Airport, Cardiff Council, and a range of other interesting organisations, with support from about 15 different design agencies all of whom give their time and energy for free;
- a follow-up exercise to the Student Portfolio Clinics showed that almost all design agencies taking part maintained links with the students that they met through them, either offering them work placements, mentoring them on live projects or other project work, offering them internships and paid employment once they had the University or offering them freelance opportunities following graduation;

- the thinkARK design collective was established in 2010 as an outcome of the 2009 Design Festival. It now organises a range of events that challenge social design issues through its original format and through spin off projects such as playARK. It includes many students in its initiatives, has provided a forum through the 2011 Games talks day for CSAD staff to share their expertise with others and through which paid consultation projects have also been undertaken for Cardiff Council. This has helped the Council look at new creative ways of engaging the public with issues such as developing the city's cycling strategy. thinkARK has also helped promote the use of empty shop units in the city centre;
- increased interest from the business community, including offers of sponsorship. Both the design community and suppliers to that industry such as printers and exhibition companies are generous in their offers of support;
- indicators of esteem include: invitations from other international design festivals to participate in a forum – Dutch Design week 2006, Istanbul 2007, Milan 2008; Austrian Design Week exhibition in Cardiff in 2008; an ongoing commitment from well-respected international design figures to support the Festival by offering their services as impartial judges; critical acclaim by design publications such as Design Week – the Festival and its Director were both listed among the 100 most influential people and events in the UK design sector in 2009 by Design Week.
- the Festival's Director is now regularly approached to speak at design events not only in Wales but across the UK, which provides an excellent opportunity for publicising the University, CSAD, the city and the Welsh design sector. The Festival Administrator is also asked to contribute to blogs and online publications.

Reflection/impact:

Communicating and celebrating the value of design: This year (2011) a much greater push has been made to publicise the Festival. For the first time it has wholly relied on its own and on Cardiff Metropolitan University's PR channels (including its PR company) and this has worked well. Many more news stories have been included on the website this year to publicise those taking part in the Best of Welsh Design and Best of Welsh Design Graduate Awards and the events organised as a part of the Festival.

Publicising events: Last year and this year the Festival has published a comprehensive printed programme that includes almost all Festival events. This year due to more administrative time being available the programme was more widely distributed than in the past with almost all 5,000 copies being picked up by the public, an increase on the 3,000 printed last year.

Building relationships with policy makers and politicians: Again due to a little more time being available stronger links have been established between the Festival, Cardiff Council, Cardiff and Co and the Welsh Government, and so the Festival is now seen as a significant and influential event that helps promote the city as a centre of creativity and design expertise.

The Awards: It is felt that the Awards have served a useful purpose in publicising the scope as well as the depth of Welsh design talent, but that it is now time to think again about how this can be best addressed to ensure that the Awards have value and impact.

Practice and innovation showcase at the Cardiff Metropolitan University (UWIC)

(case study CM4)

Contact Name: Denise Parish and Hilary Wickett
Email: dparish@uwic.ac.uk
Phone: 02920 416878
Institution: Cardiff Metropolitan University
Address: Llandaff Campus, Western Ave, Cardiff CF5 2YB

Key words: professional socialisation, professional identity, community of practice, presentation skills.

How the initiative was introduced:

Through two degree pathways: BSc (Hons) Human Nutrition and Dietetics and BSc (Hons) Public Health Nutrition.

Aim:

To provide students with an opportunity to showcase and justify their work in a professional environment and establish a sense of professional identity.

Description/approach:

In June 2011, final-year students were invited to attend and present posters of their dissertation work, at an event to showcase research and innovative practice of dieticians from across Wales. The event was open to all dieticians and dietetic assistants working in Wales together with invited guests, such as the Therapy Advisor for Wales. Students had the opportunity to listen to keynote speakers who provided insights into key government strategy and policies, the role and outcomes of current research underpinning practice, together with funding opportunities and drivers for further research opportunities. During the lunchtime session, delegates had the opportunity to observe the students' dissertation poster presentations and speak with students about their work. This provided the opportunity for students to justify their thinking to the gatekeepers of their profession and in doing so begin to identify themselves as researchers in the field of dietetics and nutrition and begin the process of professional socialisation. This year's prospective graduates had the opportunity to hear how joining their professional body would provide the opportunity to become part a community of practice as well as benefits for their own practice through continuing professional development activities. Being part of a wider community provided the students with a greater sense of identity as a dietician and together with developing presentation skills, so important in the workplace.

Anticipated outcomes:

- for students to identify with their chosen profession;
- for student research to be valued by the gatekeepers of their profession;
- sharing of innovative practice;
- platform for students to develop their communication and presentation skills;
- networking opportunities with potential future employers.

Evidence of actual outcomes:

Observation of the students' work by professional delegates gave students a huge confidence boost, being valued by the gatekeepers of their profession. Feedback from one delegate stated: "I was very impressed with the standard of the posters from students ... The wide range of research topics was astounding. Also the students I had a chance to discuss their research with were excellent in the way they presented and answered questions." Student comments included: "I thought it was a huge success and very beneficial to us all, the speakers were excellent, the networking opportunity was great, everybody was in high spirits ... thoroughly enjoyed the day."

Reflection/impact:

Reflecting on the day, there are many ideas for how this event could be developed in subsequent years. It was a very positive day in a climate of cuts and change. It felt like a great way to promote the profession and inspire dietitians and future dietitians to strive to be innovative in their work and engage in research. Hopefully the increased confidence gained will empower students to submit their work to future conferences.

Organisational Consultancy

(case study SM8)

Contact Name: Jacqui Jones
Email: jacqui.jones@smu.ac.uk
Phone: 01792 481129
Institution: Swansea Metropolitan University
Address: Mount Pleasant Campus, Swansea SA1 6ED

Key words: international industry collaboration and partnerships, organisational projects and consultancy, entrepreneurship, work-based learning.

How the initiative was introduced:

Introduced across new undergraduate programmes within the Faculty of Business and Management with specific application to undergraduate programmes in Leisure, Events, Tourism and Sport.

Aim:

To allow students to develop their industry knowledge and their ability to critically analyse and evaluate issues within the workplace in order as consultants to put forward strategic actionable recommendations.

Description/approach:

The case study is linked to the development of the final-year 'Organisational Consultancy' module, which enables students to work within an organisation as a consultant in order to undertake a detailed project. Students attend regular lectures and tutorials within the subject areas and are then required to work with an organisation as a consultant in order to undertake a detailed project. Students may work on their own or in small teams, and the organisation may be a placement organisation, part-time employer, charity, voluntary body or a company looking for assistance. In some instances the students will work in partnership with the University, Students' Union or clubs and societies in order to undertake this project. Students will be provided with support and guidance; however, they will be responsible for their own consultancy work undertaking the required research and development and reporting directly to the organisation. The process will include organisational meetings, bidding for the project, developing a project initiation document, undertaking the project work and research, discussing findings and recommendations with the organisation, and presenting the final report as an official document. Projects have included business plans, feasibility studies, marketing strategies, market research reports, funding bids and financial plans for a variety of clients locally, across the UK and internationally. The process allows the students to develop their work-based skills and understanding in partnership with the organisation and their tutor.

Anticipated outcomes:

The module should lead to a greater understanding of organisational issues and the ability to search out meaningful financially driven managerial solutions. It should also provide the opportunity to develop students' key skills, analytical and presentation skills from experiencing work-based issues. This will include communication and

teamwork skills essential within the workplace. The initiative will also promote the development of closer working student partnerships with the international industry in order to provide students with a deeper knowledge and understanding of organisational issues.

Evidence of actual outcomes:

The initiative was introduced in 2010-11 so evidence of actual outcomes is limited. The programme has already assisted two students to set up their own businesses. A number of students developed greater links with organisations, which have led to ongoing employment and graduate training positions. The final report provides students with an excellent document to support their future career development.

Reflection/impact:

The initiative allows the students to reflect on industry and work issues, and the final report allows students to have an impact upon an organisation's strategic development.

External Project (Faculty of Art & Design, SMU)

(case study SM6)

Contact Name: Andrea Liggins

Email: andrea.liggins@smu.ac.uk

Phone: 01792 481021

Institution: Swansea Metropolitan University

Address: Dynevor Centre for Art, Design & Media, Swansea SA1 3EU

Key words: industrial collaboration, creative practice.

How the initiative was introduced:

Throughout all programmes in the Faculty of Art & Design.

Aim:

To provide the students with the experience of engaging their personal creative practice with external employers.

Description/approach:

The External Project (an element of the final-year Major Project) provides a learning experience where the students are asked to instigate their future careers (within the supportive framework of their degree programme) by approaching potential clients and proposing employment opportunities. For instance, in the past students have worked with publishing houses on book cover design and imagery, produced imagery for international charities that is then used for marketing and/

or exhibited to raise public awareness, acquired relevant work experience, and had work exhibited in galleries. The emphasis of this project is to ask the students to research, consider and then negotiate with professional employers that suit their individually developed personal art practice.

The requirement for agreed student proposals and the monitoring of project development through tutorial support ensure relevance of learning for employment. Challenges include the students establishing positive links with external partners; however, it is this challenge that makes the project an extremely useful learning experience. Contact with successful graduates from each programme offers potential links for future external project collaboration. Raising awareness of the transition from personal creative work to future employment opportunities presents a valuable experience of learning for employment

Anticipated outcomes:

- for students to identify potential areas for research and creative development within the context of their subject specialism;
- for students to develop and produce a body of work of an innovative and individual nature in response to a client brief;
- for students to develop communication skills and articulate approaches, ideas and the resolution of the project demonstrating reflection on both personal and external influences;
- for students to test and select materials, processes and environments appropriate to personal and external requirements;
- for students to develop knowledge of complementary business materials and practices relevant to the promotion and production of creative work for clients.

Evidence of actual outcomes:

The project has resulted in students gaining a range of professional experiences including exhibitions, publications, internships, commercial commissions and business start-ups.

Reflection/impact:

The opportunity to engage with an external/professional context that is self-negotiated but supported within the educational framework provides a valuable learning experience for the students, while also instigating their future career prior to graduation.

Live Brief: Identica

(case study N2)

Contact Name: Don Parker
Email: don.parker@newport.ac.uk
Phone: 01633 432634
Institution: University of Wales, Newport
Address: City Campus, Usk Way, Newport NP20 2BP

Key words: live brief, employment, enterprise, creative practice.

How the initiative was introduced:

As part of a continuing employment/enterprise training programme for Advertising Design students a 'Live Brief' module is introduced during the second year of the undergraduate programme, positioned at a point in their Level 5 development where a sense of industry context is important as a 'springboard' into their final year. This is a year in which they will be preparing for industry with a portfolio of work that demonstrates their conceptual and technical skills at a high level of engagement.

Aim:

The module aims to:

- provide students with the opportunity to work on a 'live' advertising brief;
- develop the ability to successfully apply knowledge and theory to 'real' problems encountered in professional practice;
- cultivate a deeper understanding of the advertising problems and parameters and constraints of a 'live' brief, e.g. budgetary considerations, tight deadlines, client relationships, sensitive issues, media considerations, brand synergy, mandates, etc;
- encourage personal reflection and focus on learning experiences to promote personal and professional development.

Description/approach:

Students are required to undertake a 'live' project set by an agency practitioner, tackling a real advertising problem and involving research and creative idea generation. The scope and requirements of the brief are negotiated with the agency and the relevant course tutor. The project provides the students with an opportunity to experience the parameters and constraints of a live brief, where client issues, tight deadlines and the limitations of a budget call for ideas that are practical and realistic, as well as creative and original.

Where appropriate and possible, input from professional practitioners and their respective agencies were solicited. An agency representative is available at briefing and presentation stages with an option to mentor students at key stages of the project.

Anticipated outcomes:

- valuable work experience for current final-year Advertising Design students demonstrating the capacity to understand and tackle a 'live' creative brief;
- the capacity to observe the parameters and constraints of a creative brief and generate solutions that fulfil the criteria of that brief, demonstrating a deeper understanding of advertising problems and an appreciation for the parameters and constraints of a creative brief;
- the capacity to demonstrate the quality and creative impact of ideas have when produced in response to a given brief;
- the capacity to demonstrate the quality of research by reflecting on their learning experiences in context;
- application of knowledge and skills;
- the ability to present ideas, observations and conclusions to an audience;
- provision of evidence of personal reflection on learning experiences;
- provision of evidence of personal and professional development by identifying targets, organise resources, manage workloads and meet deadlines in order to achieve intended goals.

Evidence of actual outcomes:

Students had the opportunity to undertake a 'live' project set by an advertising practitioner. They were briefed by the agency concerned (in this case 'Identica') and were given realistic criteria and constraints, which they will be expected to observe throughout the duration of the project. The option to work with a partner on this project (as a creative team) was encouraged with consent of the relevant course tutor and approval of the agency concerned.

Idea generation sessions followed the initial meeting and students were required to demonstrate flexibility and fluency in their creative approach and the production of concepts.

Three stages of the process were configured to allow for cohesion and careful controls so that the project did not conflate or overwhelm the students. Preparation was carefully controlled and always began a year in advance of the dates given to ensure access to the agency, confirmation of times and dates for visits.

Stage 1

Students taken to London to agency and briefed by CEO.

Stage 2

CEO visits University and a pitch day is undertaken where students are exposed to the industry process and feedback. Staff are in attendance at all times and take a supportive role with the CEO. Each agency selected is based on company policy and understanding of the appropriate form of engagement with students in the

year prior to this event. In the case of Identica we have been extremely fortunate in working with a CEO with a comprehensive understanding of this, who has a very empathetic approach to staff and students.

Stage 3

Students return to London and pitch to staff of Identica (and in some cases the client). 'Winners' are selected and rewarded with token gifts. The students are then taken through the real brief and the agencies actual outcome as an exemplar and reconfirmation of the reality of the process.

Reflection/impact:

The immediate impact will be upon the Newport students and the value of the skills and experience developed to their Design studies. The short-term impact will be the raising of awareness of the importance of the design process in the creative industries. The long-term impact on the student is use of transferable skills in presentation and group development of concepts in industry. This good practice is reflected within the University as a model for future creative skills development with industry links at the centre of the process.

Recruit, Retain and Employ project group

(case study C2)

Contact Name: Mandy Brimble, Lecturer; Deputy Senior Admissions Tutor and Project Manager; Recruit, Retain and Employ

Email: brimblemj@cf.ac.uk

Phone: 02920 687543

Institution: Cardiff School of Nursing and Midwifery Studies (SoNMS), Cardiff University

Address: Room 2.19b Ty Dewi Sant, University Hospital of Wales Heath Park, Cardiff CF14 4XN

Key words: recruitment of undergraduates to Nursing programmes, monitoring and preventing attrition from these programmes, monitoring employment of our graduates on completion of their programme of study.

How the initiative was introduced:

Throughout one school.

Aim:

The main aim of the 'Employ' part of this project group's work is to liaise closely with the two main local employers of our graduates, i.e. Cardiff and Vale UHB and Aneurin Bevan LHB, to ensure that our students are well prepared for seeking and securing employment. The target audience are BN (Hons) and B Mid (Hons) students who are about to complete or have recently completed their programme of study.

Description/approach:

The project group consists of the Project Manager; academic staff, student representatives, staff from Cardiff University Student Support Unit, and senior colleagues from Cardiff and Vale UHB and Aneurin Bevan LHB. Colleagues from local health boards work closely with academic staff in SoNMS to ensure that our students are well prepared for their endeavours in seeking employment. They contribute to mock interviews in Year 3 of the BN programme and the Job Fayre event in the final module of the course. They also provide the project group with regular updates on the availability of suitable staff nurse vacancies and the success or otherwise of our students in obtaining those posts. This information is relayed to our students and graduates in a timely manner; by academic staff and student representatives. In addition to local arrangements the project group is active in promoting national recruitment events, such as the Job Fayre event staged at the Royal College of Nursing Headquarters in London. Email bulletins from the nursing press, e.g. nursingtimesjobs.com, are circulated to academic leads for the final modules of the programme and displayed on SoNMS student webpages.

First destination data are presented at each project group meeting. These data are collected from a form completed, voluntarily, by the student on the last day of the programme. If the student is unable to complete at this time, as they are yet to secure employment, further opportunities are presented via email. However, on occasions these figures are not complete as some graduates chose not to, or forget to, return the form.

Anticipated outcomes:

- to promote optimum levels of employment of our graduates both locally and nationally, by working in partnership with students, NHS colleagues and other relevant parties;
- to ensure that our students are well prepared, properly informed and ideally positioned to secure employment in the current highly competitive market.

Evidence of actual outcomes:

Examination of first destination data reveals good levels of employment for our graduates. The majority of employment is secured with our local NHS partners, i.e. Cardiff and Vale UHB, followed by Aneurin Bevan LHB.

Reflection/impact:

The major strength of this project is the extremely close working relationship that SoNMS have with our colleagues in local health boards. Their active involvement in mock interviews gives students an insight into the expectations of key local employers, together with a realistic experience of the process. In addition the timely manner in which vacancy information is conveyed to the project group and subsequently relayed to our students, via student representatives and web-based communication strategies, enables students to plan their job applications and ensure that vacancy closing dates are not missed. If graduates are initially unsuccessful in securing employment with one of the local trusts, the feedback received on their interview not only assists the candidate in refining their performance for the next opportunity, but also helps academic staff to consider how they may better prepare future graduates for the job market. In addition, we encourage our graduates to join local health boards' 'nursing banks' (this is a group of staff who work on a sessional basis to cover sickness, annual leave, etc.) as this gives them experience as a qualified nurse and is advantageous when vacancies are advertised on an 'internal candidate only' basis as they are eligible to apply.

BA/BSc Creative Industries

(case study G3)

Contact Name: Paul Carr
Email: pcarr@glam.ac.uk
Phone: ext 8617
Institution: University of Glamorgan
Address: ATRiuM, Cardiff CF24 2FN

Key words: work-based learning, accreditation, foundation degree, music industry.

How the initiative was introduced:

On one award.

Aim:

The module utilises previous contacts that students have worked with on their WBL modules at Level 4 and 5. The module also focuses on 'what the students career ambitions are' and follows a path in helping them realise these distinctive and challenging paths.

Description/approach:

Because of the vocational nature of the foundation degrees and the increasing number of students matriculating onto Level 6 (all foundation degrees have to offer progression), I embarked on creating a separate Level 6 module designed specifically to build on the work-based learning modules that are intrinsic to the foundation degrees.

Working with the North West Media Consortium, Creative Skills Sectors and local industries, research was carried out to ascertain current skills shortages. Many areas that are classified as 'soft skills' were underlined. These 'soft skills', such as pitching, presenting and general communication, are vitally important skills that are simply not present with many graduates.

Case studies and industrial projects are utilised, and networking opportunities, vital in any business sector, are also introduced and used throughout the year. The students are encouraged to build up a network of potential business partners and foster real working partnerships with industry and previous contacts. Events are organised as well as trade fairs and exhibitions; the students are encouraged to use these as networking opportunities and report back with new contacts and findings.

Anticipated outcomes:

Areas such as working as a freelance creative, business set-up and entrepreneurial skills allow students to develop their employability skills and prospects of employment.

Evidence of actual outcomes:

The course has run for the first time in 2011, and all the students now have a clear career path after graduation.

Network75 Professional Academy: enabling employability

(case study G2)

Contact Name: Louise Hawker

Email: lhawker@glam.ac.uk

Phone: 01443 482203

Institution: University of Glamorgan

Address: Work Based Learning Office G244, University of Glamorgan,
Treforest, Pontypridd CF37 1DL

Key words: employability, key skills, widening access, Network75, work-based learning.

How the initiative was introduced:

Introduced ten years ago, Network75 initially covered Mechanical, Electrical and Civil Engineering courses. Having developed its course offering significantly Network75 is now available in a wide variety of course options across several faculties/departments. We currently have Network75 students in Engineering, Built Environment, Business and Accounting disciplines.

Aim:

Network75, introduced at the University of Glamorgan in 2000, is a unique, innovative work placement scheme that created a network of 75 companies aiming to support and attract able young people into engineering/technology. In order to acquire academic and practical training in mechanical, civil or electrical engineering, students study for degrees part-time over five years while working in a host company. Students receive a bursary and study free of charge, helping to widen higher education participation by minimising the financial constraints involved. Network75 has further developed its course offering in response to demand from companies and potential students for courses right across the Faculty of Advanced Technology and University of Glamorgan.

Description/approach:

Network75 is a combined work and study route to a degree; undergraduates apply their academic knowledge to real-life work within a host company. During term-time students work in a local business for three days per week and attend University for two days per week. Students work full-time at their host company throughout holiday periods. Students on Network75 receive a minimum tax-free bursary of £5,000 per annum, which increases by £500 each academic year. In addition to the bursary payments all Network75 students have their course tuition fees paid in full. Students on Network75 can therefore choose to graduate without any student debt at all.

We have a network of over 400 companies ranging across South Wales and the West. Opportunities are available in a wide variety of industries within companies of all sizes, from large multi-nationals to small enterprises. All companies participating in Network75 must prove that they are innovative and able to offer a high quality placement to students. As a result students can be sure of a top

quality position that will give the best training and experience. Host companies and Network75 management work closely to develop individual student training plans. Combining work with study helps to improve students' future employability. Network75 trainees graduate with both academic and practical training, making them industry-ready and well prepared for the workplace. All students who have graduated from Network75 to date have been offered jobs by their companies and often accept senior positions upon graduation.

Evidence of actual outcomes:

Evidence below, accumulated over the past ten years, has shown the success of Network75:

- 100% employability rate, all students graduating from Network75 to date have been offered positions within their host companies;
- shortlisted for Times Higher Award 2009, in category 'Outstanding Employer Engagement Initiative';
- developing both generic and technical work-based skills through specific training and supporting transferable skills;
- establishing a network of educators, specialists, students, companies, schools and colleges;
- disseminating best practice and promoting technology/knowledge transfer;
- encouraging employment/retention of graduates in South Wales;
- securing ISO9001:2008 accreditation;
- becoming a sustainable project. It is a testament to companies' satisfaction with Network75 that in 2006 companies increased funding contributions in order to allow the scheme to continue;
- increasing Network75's offering across the Faculty of Advanced Technology and the University of Glamorgan;
- generating substantial media interest.

Reflection/impact:

The Network75 scheme has proved to be successful for students, host companies and the University of Glamorgan. Network75 has been successful in attracting both students and companies to Glamorgan, as the reputation of the scheme grows it is anticipated that the demand will grow further.



Section 6: Resources to support employability

While all the studies in the previous sections hopefully provide a useful steer to continue the development of learning for employment, the studies in this section illustrate the range of resources that can be called upon to support employability. A broad definition of 'resource' has been employed in order to provide a taste of the various ways in which different approaches, activities and artefacts have enhanced employability initiatives in the Welsh higher education sector.

Some of these 'resources' have already been seen in aspects of the studies in the previous sections, but are highlighted here to demonstrate how different resources are used and that, through sharing our experiences, we can all learn new ways to enhance our learning and teaching.

Unsurprisingly, an increasing number of supporting resources use technology to enhance the learning experience of students. The online careers education modules at Aberystwyth University (study A7) and the 'Your Career' e-module at Cardiff Metropolitan University (study CM10) both show how employability awareness and careers learning can be delivered in an easily accessible and effective way. Following the same trend Cardiff University's Employability Board have endorsed a proposal for the creation of an employability online resource (study C3).

The 'GradSpace' website initiative (study CM7) provides a range of online learning resources and materials to support graduates' transition into the workforce and the SOHCS Physiotherapy Employment website (study C5) gives notice of vacancies and supports job applications. An online community resource that is also used to support learners in preparation for, and during, a work placement is the subject of study CM8.

Web-based videoconferencing technologies are also emerging as a means of effectively delivering employment-focused learning as shown in study CM9.

In addition to the use of new technologies resources such as employment fairs (study G1) and field study trips (study SM4) continue to make a valuable contribution to developing students' employability.

Finally, study RLPI illustrates how a Regional Learning Partnership has fostered collaboration across a region and provides a vehicle for the development of a number of employment-focused resources including a Learning and Skills Observatory and an e-portal of learning provision.

Online interactive e-learning careers education modules

(case study A7)

Contact Name: Siân Furlong-Davies

Email: ssd@aber.ac.uk

Phone: 01970 622378

Institution: Aberystwyth University

Address: Carers Service, Penglais, Aberystwyth SY23 3DB

Key words: careers, careers education, employability, competencies, CV, applications.

How the initiative was introduced:

Throughout the institution.

Aim:

To offer students (and graduates) access to aspects of careers education at any time of the day or night according to their needs, to supplement the direct delivery of careers education that occurs within each individual department and also centrally across the institution. To also act as an additional resource to support departments and tutors in their work with students on enhancing employability.

Description/approach:

A series of topics reflecting the mainstay of careers education that is delivered within academic departments were identified. An e-learning module was then devised for each topic that would allow the students to 'learn by doing' at a pace and in a time frame that suited their particular needs. Being accessible 24 hours a day and throughout the year the approach also allows for students to interact with these modules at times that meet with needs, as opposed to being scheduled once within their academic timetable. Modules take 30- 40 minutes to complete and allow for flexibility in the order and approach that students choose to take.

Anticipated outcomes:

The module will offer an alternative means for students to access career-related advice and information. Using Careers Service resources in a more effective way to produce an online interactive series of involvement has meant that students can engage with the Careers Service at a time that suits them and when they actually require the advice and information. Encouraging them to actively work through an online module rather than sitting in a lecture theatre listening to information is, of course, recognised as being a more effective learning tool and one that the Careers Service is eager to develop further in order to increase engagement and effectiveness. Developing such a series of modules also provides a further range of alternative resources for tutors to use with their students to supplement their activities and to offer additional support with the PDP portfolio.

Evidence of actual outcomes:

The availability of such resources at any time of the day or night does appear to have been of value and benefit to students. A formal evaluation of their use and effectiveness is yet to be undertaken. An additional benefit has been identified in the diagnostic work that occurs with all users of our service, as more effective use is made of Careers Advisers' time and of drop-in facilities by encouraging students, via these modules, to develop aspects of their employability skills themselves prior to engaging with face-to-face services.

Reflection/impact:

A crucial aspect of Careers Adviser work is to encourage and support students and empower them to take ownership of their development and progress. e-Learning modules are a solid media in which to engender such competencies and support their learning and understanding.

Your Career e-module – delivering employability awareness and career development skills learning online across Cardiff Metropolitan University

(case study CM10)

Contact Name: Anita Norcott
Email: anorcott@cardiffmet.ac.uk
Phone: 02920 416333
Institution: Cardiff Metropolitan University
Address: Career Development Services, Block A, Cyncoed Campus, Cyncoed Road, Cardiff CF23 6XD

Key words: employability, career development skills learning, blended learning, e-learning and Blackboard VLE, PDP and professional practice.

How the initiative was introduced:

Throughout the institution.

Aim:

To provide all CMU students and staff with an online learning resource that delivers employability awareness and career development skills learning at times and places of their choosing (and learning needs) on an autonomous and/or blended learning basis as part of the curriculum.

Description/approach:

The e-module comprises a suite of 13 interactive, multimedia e-lessons, which deliver over 20 hours of learning support. The Employability Development Adviser provides consultancy support to programmes/module leaders on embedding the e-module in the curriculum. All e-lessons contain school- and subject-specific examples and materials and are attuned to Cardiff Metropolitan University students' needs and vocational areas. They cover: planning your career; job search, work experience, skills and self-assessment, CV writing, application forms, interview skills, assessment centres and self-employment. e-Lessons from the e-module have been embedded in core PDP modules at Levels 1 and 2 across the School of Sport for three years as part of a blended learning approach. They have been specifically customised for Sport students with the assessed outputs. Following this pilot, in 2011-12 this customised, blended learning approach has been embedded in the core Professional Practice module for all Year 2 Humanities and Educational Studies students, as well as at a programme level in Environmental Health within a core Professional Employability module. This approach will be extended further across Cardiff Metropolitan University in 2012-13.

Anticipated outcomes:

- to support a blended learning approach to deliver career development skills learning more effectively than the traditional workshop programme of stand-alone interventions with variable student engagement and reaching just 13% of Cardiff Metropolitan University students in 2007;
- to establish a more effective communication channel across Cardiff Metropolitan University via the Blackboard VLE platform;
- to provide consultancy support to academic staff to embed the e-lessons.

Evidence of actual outcomes:

The Cardiff Metropolitan University career development skills learning programme (delivered by Career Development Services) in 2010-11 showed a healthy growth in student attendance at group interventions (up 27% on previous year) combined with a reduction in relation to teaching hours by CDS staff. As part of the blended learning strategy, more short teaching sessions have been arranged to demonstrate the e-module to students who can then self-manage their learning and seek CDS tutor support as appropriate. For example in School of Sport, first-year students undertake six hours minimum of e-learning on career development/employability; for Year 2 students the figure is 12 hours. Usage statistics from the generic Your Career e-module indicate that the e-lessons were accessed almost 30,000 times by students and staff. In the School of Sport, where the completion of 11 e-lessons over two years is compulsory, (some from the e-module and customised for the School, and others specifically designed for the PDP modules), there were some 146,000 hits in Year 1 (including five academic skills e-lessons) and over 100,000 in Year 2. While these statistics have little significance in themselves, they provide general evidence of usage. Patterns of usage of the different e-lessons are monitored on a monthly basis.

Reflection/impact:

The e-module has supported a key aim of Cardiff Metropolitan University's Learning, Teaching and Assessment strategy (2007-11) by supporting students to develop into 'active, autonomous learners', and to increase the use of new technologies. Qualitative evaluation on engagement with the content and achievement of learning outcomes has been undertaken, for example via analysis of the School of Sport Year 1 and 2 students' PDP e-portfolios, into which the outputs required of the e-lessons are loaded. This has revealed significant levels of engagement with the e-lessons and achievement of the learning objectives. Other evaluation in the School of Sport has produced positive feedback from academic staff on student learning from the e-lessons and how this has been demonstrated in the content of students' portfolios and during their assessed presentations on 'Me and my future professional career'. Additionally, significant and unsolicited positive feedback from students on their learning from the e-lessons has been identified within their reflective logs in their e-portfolios. The evaluation processes and methodologies that have been adopted with the School of Sport pilot will be applied to those for Humanities, Educational Studies and Environmental Health in 2011-12.

An employability online resource

(case study C3)

Contact Name: Megan Jenkins

Email: jenkinsm@cf.ac.uk

Phone: 02920 874828

Institution: Cardiff University

Address: Careers and Employability Service, 5 Corbett Road, Cardiff CF10 3EB

Key words: employability, skills, website, online resource.

How the initiative was introduced:

Cardiff University's Employability and Enterprise Skills Strategy is approved by the University's Academic Strategy Committee, Learning and Teaching Committee and the Innovation and Engagement Committee. An Employability Board has been set up, chaired by a PVC for Engagement to ensure the rolling out of the Employability and Enterprise Skills Strategy. At its first meeting, the proposal of the creation of an employability online resource was strongly endorsed. Plans are underway for this to be produced in the next academic year.

Aim:

The online resource is aimed at five audiences and designed around incorporating as many elements of the E&ES strategy as possible. It will be accessed from several points of the University website – the University homepage, school websites and the Cardiff Learning Central, among others.

The aims of the resource are to:

- promote employability to Cardiff University students, graduates and postgraduates;
- provide students, postgraduates and graduates with interactive information and exercises to help with career choice and their articulation of employability;
- provide Cardiff University staff with information and resources to enable them to gain knowledge about employability and to share this knowledge with their students;
- provide interactive information and resources to employers, prospective students and external stakeholders about employability activities in Cardiff University;
- promote and display DLHE statistics of Cardiff University graduates in a comprehensive manner in order to inform existing and prospective students and also staff and employers.

Description/approach:

The strategy outlines Cardiff University's definition of employability: "A set of attributes, skills and knowledge that all labour market participants should possess to ensure that they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy" (Future Fit: Preparing Graduates for the World of Work). Agreed graduate attributes from Cardiff University's Employability and Enterprise Skills Strategy include:

- self-management;
- team working;
- business and customer awareness;
- problem solving;
- communication and literacy;
- application of numeracy;
- application of information technology.

Anticipated outcomes:

Employability will be promoted to our five desired audiences. Academic staff will have an entirely flexible online resource that they can present to their students and use in personal tutor sessions. Prospective students will have essential information when deciding on whether or not to apply to Cardiff University.

Evidence of actual outcomes:

The resource is under development and the intention is to seek feedback from students by holding focus groups and to monitor web usage.

Reflection/impact:

Will be addressed when the project is established.

GradSpace: supporting the transition and lifelong learning of Cardiff Metropolitan University graduates

(case study CM7)

Contact Name: Loretta Newman-Ford

Email: lnewman-ford@cardiffmet.ac.uk

Phone: 02920 205745

Institution: Cardiff Metropolitan University

Address: Learning and Teaching Development, T008, Llandaff Campus,
Western Avenue, Cardiff CF5 2YB

Key words: alumni engagement, lifelong learning, transition, employability.

How the initiative was introduced:

Throughout the institution.

Aim:

Through Joint Information Systems Committee (JISC) funding, Cardiff Metropolitan University has developed an online learning environment for its alumni using Moodle. Registered users can access learning resources and materials that have been designed to support graduates' transition into the workforce as well as subsequent lifelong professional development through independent and experiential learning. Each user is also provided with their own personal learning space where they are encouraged to record their responses to learning tasks or activities, maintain reflective accounts of their personal/professional development, collaborate and network with fellow alumni, develop CVs and create action plans for future development.

Description/approach:

The transition from higher education to graduate employment is one which is notoriously difficult (e.g. Arnold, 1984; Arnold and Mackenzie Davey, 1992; Heinz, 1999) as new graduates face a steep learning curve establishing themselves in the workplace. The expansion of higher education throughout the last two decades has led to an increase in graduates, and thus, greater competition for graduate-level positions. In recent years, as a result of the economic downturn, difficulties entering into the labour market have exacerbated further. In order to stand out from the competition, today's graduates must demonstrate preparedness for the workplace in relation to stronger employability skills, additional qualifications, initiative and resourcefulness. However, there is still inconsistency across academic programmes in the support, training and opportunities offered to learners to enhance these skills and attributes. With student debt to repay, graduates may find funding further study and unpaid or voluntary work rather daunting.

As Cardiff Metropolitan University has become increasingly active in workforce development, new opportunities for mutually beneficial relationships between the University and its alumni have been identified. In December 2010, Cardiff Metropolitan University submitted a bid to JISC with a proposal to develop an

online professional learning environment, called GradSpace, which aims to support alumni during their transition into the workforce and their subsequent lifelong professional development through independent and experiential learning, formal re-engagement with University provision or a combination of both.

GradSpace acts as a platform from which Cardiff Metropolitan University alumni are able to access:

- an e-portfolio for action planning, recording achievement, maintaining reflective accounts and work in progress;
- bite-sized learning objects orientated toward the issues, challenges and opportunities related to transition to the world of work;
- discipline-related materials and resources;
- tools that assist learners and employers in understanding the University's framework for the accreditation of advanced professional practice;
- social networking tools that facilitate peer/mentor support for independent, collaborative and experiential learning and help to build communities of professional practice.

Moodle was chosen as the platform from which to build the online space because it is open source, which means that it is free to use and allows users to sign up to the resource themselves, thereby minimising administrative demands and the need to manually enrol large numbers of users. Initially, Open Educational Resources were used to populate the site. However, the Learning & Teaching Development Unit (LTDU) is currently working with academic staff across Cardiff Metropolitan University to develop discipline-related learning objects that stand-alone and also serve as a baseline for more substantive CPD opportunities. This typically involves repurposing existing postgraduate level content into free bite-sized learning objects, which will then be uploaded to GradSpace and shared with the alumni community. By using the e-portfolio tool to record their learning and progression against specified learning outcomes and standards, users have the opportunity to pay a one-off fee to submit this evidence for accreditation.

Anticipated outcomes:

It was anticipated that GradSpace will:

- help Cardiff Metropolitan University graduates develop stronger employability skills and prepare them for the demands of the workplace;
- improve professional performance and confidence of alumni in the workplace;
- promote lifelong learning in GradSpace users;
- lead to increased e-engagement with Cardiff Metropolitan University through further studies as alumni gain confidence working at Level 7 and above while also making financial savings by utilising free tools and resources.

Evidence of actual outcomes:

Initial feedback from users shows that alumni consider GradSpace to be a useful online study area where users can:

- develop professional/employability skills in preparation for entering the workplace;
- access help in finding/gaining employment upon graduation by improving their understanding of interviewing, impression management and employment contracts;
- utilise resources designed to support their transition into work and help them to adapt to their new graduate roles more efficiently;
- engage in professional development through reflection and experiential/ action learning;
- collaborate with friends/fellow students;
- record individual achievements, learning and professional development using the personal learning spaces, which can be shown to prospective employers as evidence.

Reflection/impact:

Not available at the present time owing to recent introduction of GradSpace.

SOHCS Physiotherapy Employment website

(case study C5)

Contact Name: Elizabeth Evans

Email: evansem1@cf.ac.uk

Phone: 02920 687693

Institution: Cardiff University

Address: Physiotherapy Department, SOHCS, Heath Park Campus,
Cardiff CF14 4XN

Key words: job vacancy alerts, employment application support, NHS Wales employment, CPD platform.

How the initiative was introduced:

Through one academic department.

Aim:

The website aims to provide new graduates with information on appropriate job vacancies and also to inform users of relevant postgraduate courses and learning opportunities.

Description/approach:

The Department of Physiotherapy, School of Health Care Studies at Cardiff University received initial NLIH funding to design and set up an employment early warning system for graduate physiotherapists seeking their first NHS Band 5 post. The system is in the form of a website which, as well as providing early notice of forthcoming job vacancies in Wales, also presents a range of resources to support graduates as they prepare their job applications. The site was officially launched in November 2009 by the Minister for Health and Social Services. The PhysioJobsWales website was created to support Welsh Physiotherapy graduates wanting to work in Wales. As well as providing early warning of job vacancies, registering with the site also provides access to advice on job applications and the latest news on NHS Wales as well as other useful information for the preparation of an application statement and for interview. Text messaging is used to ensure that the earliest possible notice is given on the latest job vacancies in Wales. As new jobs become available through information provided by local health board managers, or from the NHS jobs website, a text message is sent to the mobile phones of all users. The message provides the job title and a brief job description and enables users to have maximum notice in which to prepare and submit their application. The 'Newsflash' page highlights new job vacancies and also informs users of relevant courses and learning opportunities. As an information resource, the various pages cover topics such as CV writing and preparation for interview. There is a section on the structure of NHS Wales and a separate section on each local health board. Graduates have provided input to the design of the website so that it is tailored to suit their needs. Furthermore, users feed back to the site on their experiences of the job application and interview process. This provides others with 'real-time' guidance on managing the process to best effect.

Anticipated outcomes:

The website is already supporting graduates as they seek employment. It is developing into an effective method of maintaining communication with alumni. It provides a platform from which increased CPD opportunities will continue to develop; this could include bespoke web-based skills labs. It is anticipated that the website design might be adopted by other health care degree programmes particularly within the School of Health Care Studies.

Evidence of actual outcomes:

Website statistics show that there have been 5,515 visits to the site by 1,117 unique site visitors with 26,662 page visits. The bounce rate is just 24.93% and the average time spent on the site is 6:51 minutes. This shows that the vast majority of first-time visitors use the website and that our investment in ongoing updates is worthwhile and meeting the needs of users. Additionally, the University and the School are benefiting from free global marketing as the evidence shows that more than 54% of users find the website via search engines and other referring sites. Some of these include, for instance, Facebook, indicating that marketing is spreading organically throughout the community and is being shared within a niche community. Therefore, the site has its own built-in search optimisation engine. Feedback from users shows that 100% of respondents rate every element of the website as either good or very good. Although described as an excellent service, they suggest improvements that could be made to the texting facility. Users' comments include: "An excellent resource; very valuable" and "The texting service is excellent ... it has prepared me to write my personal statement in time to apply. It is also helpful to receive the text early in the morning so you don't go out before the job is advertised."

Reflection/impact:

The project is now being managed without funding. A number of graduates have contributed to the management of the site, which has enabled the facility to continue. It has also ensured that the ongoing development of the site is being driven by the people who are benefiting from it. Future funding is now being sought to ensure that the investment made in setting up the website is capitalised and that the service that graduates are now relying on persists to ensure that Wales continues to retain highest calibre clinicians to benefit its population. This model of supporting employment in Wales could be offered to other professional groups.

Cardiff Metropolitan University Foodies Online Network

(case study CM8)

Contact Name: Loretta Newman-Ford

Email: lnewman-ford@cardiffmet.ac.uk

Phone: 02920 205745

Institution: Cardiff Metropolitan University

Address: Learning and Teaching Development, T008, Llandaff Campus,
Western Avenue, Cardiff CF5 2YB

Key words: online community, work-based learning, employability, employer engagement, managing learner expectations.

How the initiative was introduced:

Through one award.

Aim:

The Cardiff Metropolitan University Foodies Online Network aimed to prepare students for the demands of the workplace, both in relation to their expectations about the food sector as well as their professional/employability skills by improving learners' access to peer, tutor and professional/employer support. The Network also intended to:

- minimise students' feelings of anxiety about an impending industry placement;
- provide students with exposure to highly experienced individuals in the field of food technology, who are able to offer professional advice and guidance, promote positive, realistic expectations about food industry employment and also raise awareness of key skills and competencies needed to be successful in the workplace;
- facilitate peer mentoring;
- engage employers and strengthen links with industry experts;
- help students to identify suitable work placement vacancies and graduate jobs;
- provide learners with access to online materials that support the development of academic and professional skills and help individuals to cope with their transition into the world of work.

Description/approach:

Cardiff Metropolitan University's Food Industry Centre offers primarily vocational programmes related to food technologies. Therefore, most learners in the Centre will undertake a period of work-based learning within the food industry sector at some point during their academic programme. In addition, the Centre had recently developed a new Foundation Degree in Food Sciences. Increasing opportunities for students to learn through work and to develop transferable, work-related skills is a chief objective of the institution's Learning, Teaching and Assessment

Strategy. However, a Student Withdrawal Survey carried out in 2009 revealed that a significant proportion of students who withdrew had been studying vocational programmes. These learners required improved preparation for the work-based element of their courses: firstly, in relation to their expectations/perceptions of industry; and secondly, because they lacked necessary workplace competencies, which made it difficult for them to carry out work-based tasks.

Shifting the delivery of education from the traditional higher education setting into the workplace and the responsibility for learning to the individual required Cardiff Metropolitan University to develop alternative forms of learner support. Therefore, an online network was created that would allow students to access support pre-placement and during their work-based learning.

Students in the Food Industry Centre were asked to complete a survey to identify what resources and features would be required. Feedback showed that there was consensus among respondents that the Network should comprise the following: a discussion forum, notice board, expert blog (where food industry employers would provide sector updates and advice), work placement vacancies, graduate vacancies, study skills and employability resources, links to useful websites and a calendar of events. The education wiki tool, Wetpaint, was chosen as the platform from which to create the Cardiff Metropolitan University Foodies Network because:

- it had previously been used successfully as the basis for an online Mature Students Society;
- it did not require users to have live Cardiff Metropolitan University accounts and would therefore allow graduates and employers to register and participate;
- it was easy to set up and use.

All current students in the Food Industry Centre were emailed and invited to register with the CMU Foodies Online Network. They were then prompted to share information about themselves, their learning and employment experiences, to ask questions of one another and engage in discussions around personal, academic and employability issues. There was a concern that students could reveal negative or confidential information about work placement providers via the Network (such as recipes, trade secrets, etc.). To control for this, students were provided with some basic ground rules that offered clear boundaries on topics that were considered inappropriate for public discussion. Local employers and work-based learning providers were also encouraged to join the Network to develop industry blogs that would outline current sector issues and updates, to participate in discussions with students, advertise work placements/graduate vacancies and advise students on the skills and qualities that employers look for in graduates. Open Educational Resources, such as those developed by the JISC-funded TELSTAR project, were sourced and uploaded to the wiki under a tab called 'employability and study skills resources'. These included topics such as: learning styles, work-life balance, stress management, motivation at work and reflection. Students in preparation for, or during their work placement, could use the resources to help them develop professional and transferable skills and competencies as well as supporting their transition into work.

Anticipated outcomes:

It is anticipated that the online network would contribute to:

- improvements in student employability;
- increased retention rates;
- the promotion of more positive expectations and experiences relating to work placements.

Evidence of actual outcomes:

The Online Network was slow to grow in relation to registration and participation. This may be due to the timing of its development. Students were invited to join the wiki in November 2010, close to the end of term and during a busy period in which most students had multiple assessment deadlines. Follow-up emails were sent at the beginning of the following term, though this was still not an ideal time as learners were undertaking examinations. Plans are currently in place to provide students with a formal induction to the wiki at the beginning of the next academic year to promote increased engagement and to embed the resource into curricular and extra-curricular processes. Initial feedback reveals that students perceive the Network to be an excellent opportunity to clarify issues or concerns about a forthcoming work placement, and they see it as an 'all in one' resource where they can access employability advice, learning materials, view suitable work placement advertisements and use it as a platform from which to communicate with fellow learners while learning in the workplace.

The Network has raised the profile of the Food Industry Centre among local employers. Developing and strengthening links with employers could potentially lead to increased recruitment of Cardiff Metropolitan University students/graduates by stimulating employer demand for high level learning. Actual outcomes, including analysis of retention rate, student satisfaction, engagement and confidence, will be determined at the end of the 2011-12 academic year, once the resource has been employed for an entire academic year.

Reflection/impact:

The Online Work-Based Learning Network is a vehicle for peer mentoring and collaboration, which, as learning becomes increasingly flexible and delivered either wholly or partly at a distance, become much more important for reducing isolation, which can ultimately lead to student drop-out. Even when instructional content is provided in a self-directed format, work-based learners still need people to motivate and encourage them. Academic and social support can be much more useful when it comes from someone else who understands the particular issues and difficulties associated with work-based and distance learning. Students in the Food Industry Centre can now engage in conversations with employers and get industry-specific advice, on topics such as skills, finding work placements and career opportunities. Preparing students for the workplace is also very important as institutional research has shown that some students have unrealistic expectations about industry or their chosen profession, which can cause students to become disillusioned and ultimately withdraw from their programmes. Managing expectations more carefully will help to make sure that learners have positive work-based experiences, based on realistic expectations about what it will be like.

Building learning communities such as this could help to encourage professional and lifelong learning, thereby contributing to the Welsh Government priority of developing higher-level skills.

Web-based videoconferencing to promote flexible learning opportunities in Dental Technology

(case study CM9)

Contact Name: Jeff Lewis

Email: JLewis@cardiffmet.ac.uk

Phone: 02920 416899

Institution: Cardiff Metropolitan University Cardiff

Address: Dental Technology, Cardiff Metropolitan University, Llandaff campus, Western Avenue, Cardiff CF5 2YB

Key words: foundation degree, work-based learning, technology-enhanced learning.

How the initiative was introduced:

Initially via an internal Cardiff Metropolitan University Teaching Fellowship and then developed as a stream in a JISCTEL project.

Aim:

The aim was, through web-based videoconferencing technologies, to provide a part-time Foundation Degree in Dental Technology to enable those working in dental laboratories to undertake a recognised qualification.

Description/approach:

The part-time Foundation Degree in Dental Technology is offered as a campus-based degree or as a blending learning degree for those students at a distance. To reduce the required number of attendances to Cardiff Metropolitan University while maintaining the standard, level and quality of learning experience offered, lectures, seminars and demonstrations are carried out using web-based videoconferencing technologies. This means that students can learn while at their place of work completing exactly the same assessment and practical work as those students on the traditional full-attendance pattern. The videoconferencing facility provides an opportunity for face-to-face engagement with the lecturer and fellow students, enabling individual and group interaction. All of the sessions are captured and placed on the University's VLE, providing students with an opportunity to revisit skills, discussions and resource material for revision.

Anticipated outcomes:

Students receiving tuition in this manner would not suffer any detriment to their learning experience. Scores in written examinations, written assignments and practical exercises demonstrated that this group performed better overall than previous cohorts taught in the traditional method. We are of course well aware that this may have been the result regardless of delivery method, although it is rather coincidental.

Evidence of actual outcomes:

In addition to module evaluations carried out regarding content and delivery style, an end-of-year student forum was organised where questions asked were based around three areas:

1. the students' attitude to the system;
2. their previous knowledge base;
3. the technology used.

The students' attitude to the system: Students were much happier and confident in the system now that regular sessions were established. They voiced concerns over the overlap of modules; however, there would always be modules taught in tandem and all students had to manage this situation.

Their knowledge base: They all felt that they knew more about the modules studied (e.g. Dental Materials, Introductory Techniques and Dental Anatomy). They pointed out that lectures delivered enhanced the material notes with anecdotes, further images and PowerPoint. In contrast there was a feeling that the traditional Dental Materials lectures 'just went through the notes'. Some felt that Dental Materials didn't start at a low enough level and they would like a glossary or explanation in 'lay' terms with new words or phrases explained to them. They particularly liked the self-assessment questions included in the Complete Dentures notes and would like more of this if possible: "It made them think about what they had read rather than just read it."

The technology: None of the students had any problems with using the technology and were comfortable in the 'virtual' environment. One preferred to be at computer rather than in a traditional lecture theatre of 40+ students. They acknowledged that they possibly get more from this style of lecture over the traditional system. They had been using an old meeting room to meet together without knowledge of the staff for revision sessions, although only the chat facility was available to them. They requested a room where they could meet together to discuss issues, lectures, etc. at prescribed times and dates. This would make the employer more likely to release them for that period. They also commented that images from Anatomy and Physiology needed to be bigger.

Reflection/impact:

Benefits to students included the vast reduction in travel time and cost along with accommodation costs. Students reported that they were not as tired the next day in the working environment as a result of not having to travel (any) long distances. Some students reported that they preferred being taught online rather than sitting in a classroom of 20-40 students. Confidence in using the institution's VLE platform became increasingly important to access learning material (including video demonstrations that until now had been used scarcely). As examinations approached or when students were unable to attend for any reason (for example, due to work commitments), they had the opportunity to visit or revisit recorded sessions. The increased use of the VLE has provided opportunities to develop pre-lecture activities, placing an emphasis on background reading, a tactic not widely previously utilised. Employers can release students for their university work/ assessments/assignment at a time which suits them, rather than on a particular prescribed day. No compromise to student learning has been evidenced, an initial concern expressed regarding this mode of delivery.

Olympic field trips

(case study SM4)

Contact Name: Jacqui Jones
Email: jacqui.jones@smu.ac.uk
Phone: 01792 481129
Institution: Swansea Metropolitan University
Address: Mount Pleasant Campus, Swansea SA1 6ED

Key words: industry knowledge, work-based key skills, case studies and field study work.

How the initiative was introduced:

Throughout the Faculty of Business and Management with specific application to undergraduate programmes in Leisure, Events, Tourism and Sport.

Aim:

To bring learning alive outside the lecture theatre and provide students with a greater understanding of industry, employability and the workplace through field study trips and a core thematic focus on London 2012 Olympic Games.

Description/approach:

The case study is linked to the development of field study trips within the Faculty of Business and Management and specifically Leisure Events, Tourism and Sports undergraduate programmes. Field study trips to organisations and international destinations are becoming increasingly utilised to develop the students understanding of the industry and workplace in order to prepare them for work. This includes regular local organisational visits as well as international research. The programme includes an induction field trip at Level 4 designed to develop students understanding of industry, work and opportunities. This is further developed through an international travel operations trip at Level 5 designed to develop the students' industry knowledge and appreciation of work-based skills by involving the students in planning and managing trips to international destinations such as London and Switzerland and relevant workplace organisations. Finally, 'Contemporary Themes' has become a core module at Level 6 for all Leisure, Events, Tourism and Sports programmes and is includes an integrated field study project providing students with the opportunity to visit organisations in the UK or overseas in order to further develop their industry experience. The initiative is designed to develop the student from induction through to graduation focusing on the industry and the workplace. The skills reinforcement is supported by an integrated work-based learning programme and enables students to gain a detailed appreciation of key skills, guest service and employability through work-based visits and industry guest lectures.

In 2011 with the approaching London 2012 Olympics, it was decided to create a thematic focus across the Faculty on the event and utilise this as an opportunity to develop students' employability in preparation for work. As a result an induction

London trip for students across the Faculty was planned, which allowed students to develop their knowledge and understanding of the workplace through the Olympics.

With the success of this initiative it is envisaged that in 2012 the Contemporary Themes module will be developed across Business programmes allowing students the opportunity to gain further industry experience through field study work.

Anticipated outcomes:

The field study work will lead to a greater understanding of industry issues in a range of organisations in the UK and internationally, and to an improvement in understanding of work-based skills and employability through an appreciation of the importance of all sectors within 2012 Olympics. Furthermore, it is expected that the initiative will increase the focus on graduate employability skills. The initiative will also promote the development of closer working relationships with the international industry in order to provide students with a deeper knowledge and understanding of organisational issues.

Evidence of actual outcomes:

The initiative is new and dynamic and therefore evidence to date is limited. The field trips and industry research have, however, already demonstrated greater student awareness of industry opportunities and work-based skills, as well as an increased ability to discuss and analyse issues.

Reflection/impact:

The impact of this initiative is that it has brought the students learning alive and allowed them to analyse issues within industry and work to reflect on their experiences.

Regional Learning Partnership for South West Wales

(case study RLPI)

Contact Name: RLP Manager Elid Morris

Email: e.morris@carmarthenshire.gov.uk

Phone: 01554 742431

Institution: Regional Learning Partnership South West Wales

Address: Parc Y Scarlets, Parc Pemberton, Llanelli SA14 9UZ

Key words: partnership development and brokerage, Regional Learning and Skills Observatory (RLSO), e-portal pilot, collaborative working (bringing key organisations within education and regeneration together to improve learning opportunities for all learners and potential learners across South West Wales).

How the initiative was introduced:

The concept of a Regional Learning Partnership for South West Wales (RLP) was first explored in September 2007. A workshop hosted by Coleg Sir Gâr and led by Neath Port Talbot County Borough Council's Director of Education brought together a host of partners from local government, further education, higher education, the Third Sector and work-based learning providers. The idea of a broad-based partnership cutting across geographical and sector boundaries in the area of education, lifelong learning and skills was broadly welcomed. The partners agreed a vision, a mission statement and key objectives for collaborative working in South West Wales with a focus on the learner, skills and employment. The RLP complements the 'swamwac' (South West and Mid Wales Consortium) regional education consortium of local authority education directorates across the region, who have been engaged in regional working for several years. RLP partners engage with swamwac activities on 14-19 delivery in the region. The RLP builds on this foundation by embracing regeneration with a focus on skills and employment, as well as creating a broader partnership of public, private and voluntary sector stakeholders, with an interest in education and regeneration. The active participation of stakeholders with a national interest, such as Job Centre Plus and Careers Wales West has been an essential ingredient in the success of the RLP to date.

Funding via the partners, Welsh Government and the European Structural Fund Convergence programme has allowed a transformational project to run in South West Wales, with a view to testing appropriate governance models and progressing increased public service collaborative working.

Aim:

Having been established in the context of the 'Making the Connections Strategy' the key drivers for the RLP include: references to duplication of provision and unnecessary boundaries experienced by the learner being cited by partners in the initial months of partnership development. The focus of the learner at the centre of strategic provision is recognised as key. It was acknowledged that funding opportunities might be maximised through a collaborative approach (e.g. European Structural Funds Convergence programme). This has been realised through key regional projects. The RLP has brokered shared tenders in response to calls for joined-up delivery. As the RLP has developed, its potential to provide a vehicle

for collaborative strategic planning based on local need and with emphasis on local delivery is being realised. The submission of a regional HE strategy for SWW is an example of such activity. Within the context of the Welsh Government's Transformation Agenda, the partners embraced more ambitious aims for the RLP. The impact of bringing together economic development and regeneration partners with education and skills partners in one forum has been seen to have significant benefits for the regional economy. The challenge facing the Partnership is measuring associated outcomes and impact and addressing the sustainability of the Partnership when European funding comes to an end.

Description/approach:

The RLPSWW is transforming the way education and regeneration partners work together to help provide a better future for learners across South West Wales. Working with key regeneration and education organisations across Carmarthenshire, Ceredigion, Neath Port Talbot, Pembrokeshire and Swansea, it has been praised by the Welsh Government for its efforts towards improved efficiency, by bringing together training and skills providers, to maximise opportunities for all learners. Supported by the European Social Fund (ESF) through the Welsh Government and other domestic sources, the RLP works with local authorities, higher education and further education institutions, the Third Sector and work-based learning providers. Links with the private sector are through the South Wales Chamber of Commerce, alongside key partners such as Careers Wales West, JobCentre Plus and NIACE Dysgu Cymru, all working together to progress the Partnership's aims. The RLP works to three key pillars: partnership development and brokerage, the Regional Learning and Skills Observatory (RLSO) and the e-Portal pilot.

Partnership development and brokerage: The Partnership Brokerage and Development pillar underpins the whole ethos of the RLP from maximising external funding opportunities to responding jointly to tender opportunities; from the sharing of good practice around adult and community learning to the submission of the joint strategy for higher education in the region.

Regional Learning and Skills Observatory (RLSO): Our Regional Learning and Skills Observatory brings together labour market intelligence data (LMI) within a single interactive format. Showcasing data from education and regeneration, as well as contextual data on the region such as population, transport, deprivation, tourism, and health, it provides the user with a full picture on the region to assist curriculum planning, policy and the identification of investment opportunities, all supported by data on current and prospective skills needs.

e-Portal pilot: The basic premise of the e-portal is to be a 'virtual' one-stop-shop to a number of key audiences in a bid to improve rates of participation, encourage return to learning and promote available opportunities around learning and skills.

The project will be piloted for 12 months in Swansea as a joint initiative by partners within the Swansea Regeneration Area (SRA). Most recently, the Welsh Government has allocated around £130,000 funding for the scheme, which involves developing an easy-to-use, electronic e-portal, containing information about learning provisions within Swansea. It will help target audiences by identifying skills opportunities for all learners; including prospective job seekers, who are not currently in employment. Informing employers about which education providers can assist in supplying the required skills and where they can be delivered to help upskill the existing workforce will also be part of the e-portal. The pilot commenced in September 2011.

Anticipated outcomes:

These outcomes will be achieved by:

- establishing, or linking in with current groups/networks, task and finish work groups, project teams and longer-term operational groups;
- sharing information and the dissemination of good practice through common staff development activities;
- sharing evaluation methodologies and quality systems;
- joint marketing and publicity initiatives;
- the development and delivery of regional, strategic, EU-funded projects delivered locally and collaboratively by appropriate partnership teams operating within a contractual agreement with the lead partner;
- further development over time, the Partnership will aim to inform the restructuring and commissioning of provision of publicly funded training and education across South West Wales.

Evidence of actual outcomes:

There has been a genuine appetite for change among the partners alongside a recognition that the key to successful delivery on the ground will be to build upon the already well-established and successful county learning networks and local regeneration partnerships.

Reflection/impact:

The RLP is an ambitious model, which is being tested and delivered with European funding support, matched by partners with an appetite for transformation. There are a number of challenges facing the RLP in the current economic climate which include: the delivery of the higher and further education strategy with engagement of all partners; a greater understanding of the role and contribution of the Third Sector to the education and regeneration sectors; the alignment of the region to Welsh Government policy and priorities while maintaining local autonomy; the delivery of a Regional Learning and Skills Observatory that will inform future strategic planning and the continued engagement of all partners across the many sectors and wide geography of the Partnership.



Bibliography

Arnold, J.A. (1985) Tales of the unexpected: surprises experienced by graduates in the early months of employment, *British Journal of Guidance and Counselling*, Vol. 13 No. 3, pp. 308-19.

Arnold, J. and Mackenzie-Davey, K.M. (1992) Beyond unmet expectations: a detailed analysis of graduate experiences at work during the first three years of their careers, *Personnel Review*, Vol. 21 No. 2, pp. 45-68.

Dunne, E., Bennet, N. and Carré, C. (2000) Skill development in higher education and employment. In: Coffield, F. (ed.) *Differing visions of a Learning Society: Research findings. Volume I*. Bristol: The Policy Press & ESRC.

Evans, C. (2008) Developing career management skills within the HE curriculum: a review and evaluation of different approaches. *International Journal of Management Education*. 6 (3).

Harvey, L. (2000) New realities: the relationship between higher education and employment. *Tertiary Education and Management*. 6, 3-17.

Heinz, W.R. (1999) *From Education to Work*, Cambridge University Press, Cambridge, MA.

Lowden, K., Hall, S., Elliot, D. and Lewin, J. (2011) Employers' perceptions of the employability skills of new graduates. Research commissioned by the Edge Foundation. Available from: http://www.kent.ac.uk/careers/docs/Graduate_employability_skills%202011.pdf [January 2012].

QAA (2009) *Personal development planning: guidance for institutional policy and practice in higher education*. Gloucester: QAA.

Rae, D., Martin, L., Ancliff, V. and Hannon, P. (2010) *The 2010 Survey of Enterprise and Entrepreneurship in Higher Education*. National Council for Graduate Entrepreneurship & Institute for Small Business & Entrepreneurship. Paper Presented at the 33rd ISBE Conference, London, 2-4 November. Available from: http://www.ncee.org/publication/ISBE_Report.pdf [February 2012].

Rajagopal, K., Joosten–ten Brinke, D., Van Bruggen, J. and Sloep, P.B. (2012) Understanding personal learning networks: Their structure, content and the networking skills needed to optimally use them. *First Monday*. 17 (1-2). Available from:

<http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/rt/printerFriendly/3559/3131> [January 2012].

Reeves, T.C., Herrington, J. and Oliver, R. (2002) Authentic activities and online learning. In: *Quality Conversations. Proceedings of the 2002 Annual International Conference of the Higher Education Research and Development Society of Australasia (HERDSA)*, pp. 562–567. Available from: <http://www.herdsa.org.au/wp-content/uploads/conference/2002/papers/Reeves.pdf> [January 2012].

Rule, A. (2006). Editorial: The components of authentic learning. *Journal of Authentic Learning*. 3 (1), 1-10.

UKCES (2009) *Employee Demand for Skills: A Review of Evidence & Policy – Executive Summary*. London: UKCES.

Watts, A.G. (2006) *Career development learning and employability. Learning and Employability Series 2*. York: The Higher Education Academy.

York, M. (2006) *Employability in higher education: what it is – what it is not*, Learning and Employability Series 1, York: The Higher Education Academy

Contact us

The Higher Education Academy Wales
c/o Higher Education Wales
2 Caspian Point
Caspian Way
Cardiff Bay
Cardiff CF10 4DQ

+44 (0) 292 047 1520
wales@heacademy.ac.uk

© The Higher Education Academy, 2012

The HEA is a national body for enhancing learning and teaching in higher education in the UK. We work with institutions across the HE system to help bring about change in learning and teaching to improve the outcomes for students. We do this by recognising and rewarding excellent teaching, bringing together people and resources to research and share best practice and by helping influence, shape and implement policy.

The HEA supports staff in higher education throughout their career from those who are new to teaching through to senior management. We offer services in 28 disciplines throughout the UK and have offices in England, Wales and Scotland. Through the partnership management team we work directly with institutions to understand individual circumstances and priorities and bring together resources to meet them.

The HEA has knowledge, experience and expertise in higher education. Its service and product range is broader than any other competitor; and it is trusted to deliver HE system advancements in partnership with its subscriber institutions.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any storage and retrieval system without the written permission of the Editor. Such permission will normally be granted for educational purposes provided that due acknowledgement is given.

To request copies of this report in large print or in a different format, please contact the communications office at the Higher Education Academy: 01904 717500 or pressoffice@heacademy.ac.uk