

Centre for Excellence

in Teaching and Learning for Employability (e3i)

Report to HEFCE: Interim Evaluation

July 2007

Appendix 4: Evaluations of Projects Undertaken by Associate Directors of e3i, 2006-7.

E3I CETL Self-Evaluation Report

Department/Faculty : Organisation & Management
Names of Associates : Christine Gilligan and Chris Wroe
Project Title : Matrix Agency
Date project started : Sept.06
Date project ends : Sept.07
Date Self-Evaluation Report Completed : 11th July 07

The Matrix Agency project

In order to explain the progress of the project so far and its significance it is important to describe :-

- i) the background to the project
- ii) our initial conception of the project
- iii) information gathering and recognition of issues
- iv) a new understanding of purpose and direction
- v) a new consideration of structure

Background to the project

Sheffield Hallam University has an enviable record for providing students with work based learning opportunities that enhance their employability. Exposure to real world/real time organisational situations is recognised as providing greater learning possibilities than working through case studies on companies which provide little practical experience. Consequently, maintaining and extending opportunities for work experience is central to the university's core philosophy and is reflected in its strategic plans. The MATRIX concept seeks to extend the scope and scale of opportunities for students to engage in the 'reality' of organisational problems involving both teams of students within courses 'offering services' to teams of students on other courses (i.e. focused upon intra-university business activity) and teams of students engaging with outside organisations. In order to facilitate links both between students from different faculties and between students and employers there is an acknowledged need for some form of 'matching' service - the Matrix Agency. It was further recognised that many 'Matrix agency' type projects/opportunities involving outside employers were already in existence and uncovering these was the starting point for this project.

Initial conception of the project

A 'matching' service involves two aspects: recording 'opportunities and services available' and controlling/monitoring the outcomes (i.e. ensuring effectiveness, managing risk, and facilitating the development of learning opportunities). A key priority of the project was therefore to 'map' what was currently happening in terms of opportunities/contacts available and to consider how to 'amalgamate' the information currently residing on a number of disparate databases to provide clarity about the extent of information available and to begin to think about how it could be effectively brought together to enhance efficiency and accessibility of opportunities. Although the initial focus for the project was the Faculty of O & M it was recognised that a 'university wide' perspective and multi disciplinary teams would be important for the development of the project.

We aimed to talk to key people already involved in 'Matrix' type activities to 'capture' their knowledge and experience and to promote and encourage awareness of the project amongst others. An equally important aspect of the project was to provide a clear, equitable process to facilitate academics' efforts to develop client opportunities.

Gathering information

There were two 'networks' that we needed to keep good communication with - those developing the MATRIX concept (to ensure the Agency would be 'appropriate' to the overall developments taking place) and those who were actively involved/considering matrix type projects. Consequently, a determined effort was made to 'be involved' and 'contribute' to the overall MATRIX concept definition by attending meetings and holding discussions with its key architects (Fred Brown and Simon Brown at the Enterprise Centre) as well as arranging interviews with the academics who had (or were intending to) incorporated 'work related' activities into their modules or had knowledge of employer databases.

Our initial list of contacts comprised individuals closely associated with the existing databases (e.g. Sue Marriott and Pat Quinn), contacts suggested at the induction sessions (which were extremely supportive) or provided by Simon Brown (Enterprise Centre) or others whom we had heard were involved in 'matrix type' activities. Our focus was on listening and learning about what they were doing and any issues they had (e.g. difficulties, anxieties or opportunities). The interviews provided a clear indication that 'mapping' all the activity going on (even within our own Faculty) was a far greater task than we had anticipated due to the scale and scope and it was possibly not an effective use of the time this project afforded us (i.e. was 'recording' more important than 'facilitating' and 'promoting' initiatives?).

A number of issues were raised that seemed to confirm our initial impression that the involvement of academics with clients to secure 'work related opportunities' for their students was often arranged in a very 'ad hoc' and 'emergent' manner based on a 'one-to-one' understanding with the client. The prospect of 'formalising' what had occurred or opening the possibility of 'extending the client's relationship with the university' (i.e. sharing the contact with others) was problematic. The concept of a Matrix Agency whose remit was to record information in order to facilitate matches did not seem to be considered as valuable to the academics we interviewed. They were more interested in being supported to develop such projects. We began to see that a formal database would not necessarily lead to 'the promotion of good practice' and 'the development of opportunities' and it was felt that it might even stifle the very creativity that it was intended to enable due to the centralisation and inevitable standardisation of the facility that would be required. There were fears about loss of individual control over initiatives leading to a potential overuse of client organisations that had previously enjoyed the 'mutual benefits' of a 'discrete' arrangement with the academics they had built good relationships with. The energy and enthusiasm of academic staff was something we could easily see being lost if too 'formal' an approach was adopted.

Following on from our interviews with individuals we also arranged to attend Subject Group meetings to explain our role as CETL Associates and to promote and explain the Matrix concept and also to ask individuals involved in or wanting to be involved in matrix type projects to let us know. This has heightened awareness of the Matrix concept, the Matrix Agency and our involvement in it and it has also enabled those whose projects we mentioned gain increased recognition of their initiative, encouraging others to do likewise.

A new understanding of purpose and direction

Although we were involved in promoting and developing the MATRIX concept and the role of the Matrix Agency it was clear that our focus was specifically 'client related' whereas the Enterprise team had a much wider concept, focusing upon the intra-university matching service between course teams in Faculties. There was however, a commonality of purpose with respect to the 'embryonic' nature of the initiatives and not wanting them to be stifled by bureaucratic control whilst ensuring sufficient consideration of risk and liability was addressed. Networking events arranged by Simon Brown clearly demonstrate that 'matches' do occur in an immediate and very natural way in the course of face to face meetings calling into question how one can keep up to date with such an ongoing and vibrant development and if it is even useful to do so ? In conversation with Simon relating to this concern, he identified a contact Toby Rhodes (founder of Wizards Network) whom I have subsequently contacted for his ideas/suggestions on how to progress the Agency concept in a 'least intrusive/bureaucratic' manner. In the meantime our interviews have highlighted some key issues that will need to be discussed and disseminated if we want to support academic staff in building good client relationships. These include: highly bureaucratic systems that can discourage individual innovation and engagement with employers, fear of taking risks, desire for staff training to support contact with outside agencies,

A new understanding of structure

Toby Rhodes has made a number of interesting suggestions that are currently being considered, such as the use of FREecycle on YahooGroups - an 'unsophisticated system, easy to use and update allowing access through the web or email' that could easily be piloted as a prototype to see how people respond to it.

E3I CETL

Self Evaluation Report

Department/Faculty: Organisation & Management
Languages Subject Group

Name of Associate: Gudrun Myers

Project Title: 1. Transition from School/College into
HE language courses

2. International Consultancy Project for Language
Students at SHU

Date projects started: September 2005

Date projects end: 30 June 2007

Date Self-Evaluation Report Completed: 4 June 2007

Background

Both of my projects look at transition points into and out of the languages degrees at Sheffield Hallam University. Our undergraduate students are on a journey that hopefully takes them from the school/college environment into HE and from there into employment in the wider world. The language courses at SHU have been vocationally oriented since 1985 and include a mandatory period of 18 months abroad, 12 of which are spent working in a company/companies.

Project 1 - Transition from School/College into HE language courses

Nationally, recruitment to language degrees has been declining dramatically over a number of years and a range of initiatives¹ have promoted the study of languages as a way of enhancing employment opportunities in the global market place, both in jobs at home in the UK and abroad.

¹ For example: CILT - The National Centre for Languages, Business Language Champion Scheme, further information at <http://www.cilt.org.uk/>
rln - Regional Languages Network, Languages work, further information at <http://www.rln-yh.com/default.aspx>

Project 1 objectives and outcomes

Objective 1: Gain an overview of the initiatives/projects being used by Sheffield and South Yorkshire Schools/Colleges to promote the value of language study in a vocational context.

Outcome: Schools and colleges are increasingly linking the study of languages with a subject such as tourism, business studies, etc. or are teaching the language under a vocational aspect (this also includes extra-curricular activities).

The main examples found are:

- The Vocational International Project Sheffield (VIPS), developed at Silverdale Secondary School and designated Language College in Sheffield
- The King Edward VII International Communication Services Project (KICS), developed at Kind Edward VII Secondary School and designated Language College in Sheffield
- Vocational French with Business or Tourism (currently being piloted in a number of Yorkshire schools)

Objective 2: Explore possible links/pathways into HE/SHU

Outcome:

1. VIPS scheme - the outcomes of the University Language Scheme (ULS) modules will be mapped against the Languages Ladder² to allow smooth transition from NVQ1 and 2 into the ULS
2. Accreditation of the KICS modules at HE level - this has not been possible as current degree structures do not allow APEL/APL procedures to be applied on this extracurricular scheme; however, the KICS experience will provide students with a smooth transition to the SHU language degrees/modules as they are similar in their philosophy and approach
3. Foundation degree in aviation (including language modules) - this has also not been possible to establish; a meeting between college representatives, the Regional Languages Network (Yorkshire and the Humber), the faculty outreach co-ordinator and language representatives revealed that a similar course is already being offered by another cluster and rules prevented a further one from being set up

Objective 3: Run vocational language days at SHU for Y9 language pupils from Sheffield and South Yorkshire Schools

Outcome: Successful events were organised in January 2006 and 2007, involving a total of 15 schools and 150 Y9 pupils

² See details here: http://www.dfes.gov.uk/languages/DSP_languagesladder.cfm

Objective 4: Improve networking with schools and colleges

Outcome: Closer links have been established via the vocational language days and SHU membership of SHELL (Schools/Higher Education Languages Link Group); this closer involvement will also find expression at the forthcoming SHELL event on 25 June 2007 "Promoting Languages- Schools and Higher Education Working Together" at which SHU will be represented by two speakers³

Additional Outcomes

1. Closer links with the Regional Languages Network for the Yorkshire and the Humber
2. Participation in the Yorkshire Universities bid for funds under the HEFCE Routes into Languages initiative; whilst the Yorkshire Universities consortium bid was not successful during the first round, there has been an invitation to get involved in a second round of bids (deadline end of August 2007). The involvement so far has had beneficial effects on
 - a. networking between the Yorkshire and Humber universities' language departments, and the
 - b. sharing of practices and ideas
3. Closer working relationship with the widening participation team in the Faculty of Organisation & Management, with the opportunity of sharing the practices and ideas gained through 2.b. above
4. Confirmation of the undergraduate students' crucial role as role models. Feedback from staff engaged in the Languages Mentoring Project has highlighted that once students are at SHU, they need to feel welcome, wanted and looked after. It appears that affective factors play a very important in settling down at university. These findings tie in closely with the research on emotions conducted by Colin Beard⁴. This correlates with the positive responses that our UG language students received from school pupils at the vocational language days. In affective terms the UG students are seen as more "trustworthy" than tutors.
5. Confirmation of UG students' willingness to act as role models; a brief survey⁵ carried out among our UG language students revealed that they valued the employability skills they were gaining through being role models and mentors very highly:
 - a. 65% stated that they would be interested in gaining such skills,
 - b. the percentage rose to 89% if payment was available, and to
 - c. 86% if some kind of accreditation could be offered

³ See Appendix 1 for flier

⁴ For example: A Position Paper: The jouissance of learning: what's that?
http://www.heacademy.ac.uk/documents/Colin_Beard_Paper.doc.

⁵ See Appendix 2 for questionnaire and overall results.

Facilitators

Support for the project 1 activities was available and given at various levels and by different persons/groups.

- The languages subject group is committed to the employability agenda and useful connections were made with the team undertaking a pilot mentoring project. Findings about the students as role models and ambassadors informed the SHU proposals for the Routes into Languages bid. A further project undertaken by to provide online support materials for students on study and work placement highlighted the use of wikis and blogs, which also formed part of the SHU contribution to the Routes into Languages bid. The findings from all projects will be shared at a staff training day in September/October 2007.
- Support also came from the MART officer in the languages group, who actively engaged with the planning and running of the Y9 language events at SHU.
- Support was also given at faculty and university level for the Yorkshire Universities Routes into Languages bid.
- Discussions relating to the VentureMatrix developments informed the thinking about UG students as active agents in activities relating to school links and events and possible accreditation for this.

Future Development/Embedding of Activities

The languages subject group will continue to use UG students at events/schools in the role of ambassadors and positive role models with a view to providing a certificate detailing the employability skills that they have gained in the process. The intention is also to extend their involvement into the planning of the events. As a further development, we will be exploring the use of hospitality students to provide the catering, film studies students to film the events and provide suitable clips to be put on the languages website.

The submission of a re-worked bid for the second round of the Routes into Languages initiative will hopefully result in an allocation of funds.

Anticipated benefits to SHU students

-Enhancement of their employability skills (either as part of work-based learning modules or extra-curricular activity for which a certificate will be issued).

Benefits to schools/colleges

-Support for language departments in marketing languages in a vocational context to their pupils; raising of aspirations re participation in HE

Benefits to SHU

- Raising of SHU profile among local/regional schools/colleges and in the long-term increase in recruitment to SHU.
- Development of employability skills of SHU UG students.

Benefits to staff

- Increased involvement with colleagues at schools/colleges and pupils; increased networking and improved understanding.

Issues

- Impact of the government's languages strategy, i.e. optionality of language study at 14, and identification of the study of languages as a middle class pursuit.

Means of evaluation

- Feedback from Y9 events from both staff and students
- Triangulation of findings with those of the mentoring pilot project
- Student questionnaire
- Validity and practicality of using students as ambassadors/role models and contributors to events confirmed through involvement with VentureMatrix developments.
- Exchange of views and practices with Yorkshire and Humber universities as part of the Yorkshire Universities bid for HEFCE Routes into Languages initiative.

Project 2 - International Consultancy Project for Language Students at SHU

The language routes at Sheffield Hallam University were awarded the regional add prize awarded to enhance ICP

Project 2 objectives and outcomes

Objective 1: Review existing consultancy modules in the Faculty of Organisation & Management (O&M)

Outcome: Overview of main features of consultancy modules in operation in O&M⁶

Objective 2: Review of the pilot of the International Consultancy Project run in the Languages Subject Group in 2004/5 and potential developments

Outcome: Written review⁷

Objective 3: Identify suitable project for 2007/08

Outcome: A project has been identified with the owner of Peak and Speedwell Caverns in Castleton. Funding to run this project as a pilot has been secured from the Enterprise Centre.

Additional outcomes

- Closer involvement with the Business Language Champion Scheme run by the Regional Languages Network for Yorkshire and the Humber.
- Discussions with UES Seals, a Rotherham-based engineering company, exploring the possibility of SHU language undergraduates undertaking consultancy for them.
- Through attendance at relevant meetings and workshops a more detailed insight into the business world and especially how SMEs operate, as well as the nature of enterprise and how to coach/mentor students for enterprise.

Facilitators

- VentureMatrix team
- Leader of Enterprise SIG
- Enterprise Centre

⁶ See Appendix 3 for details

⁷ See Appendix 4

Future development

The project outline below, for which funding has been secured from the Enterprise Centre, identifies the developments for 2007/08.

Project Proposal for 2007/08

The proposed pilot project relates to the production of foreign language material to be included on visitor information leaflets and the website for Peak Cavern and Speedwell Cavern in Castleton owned by John Harrison and will involve final year language and international students working together. The second stage of the project will consist in the commissioning of a suitable web page to showcase the student work and act as an advertising platform for future projects. This will involve working with IT students in ACES (academic contact: Noreen Axelby).

The **objectives** of the project are:

- to produce suitable foreign language material for publication;
- to enable students to work in cross-cultural and cross-disciplinary groups;
- to evaluate the products (language material and web page) and the processes that have resulted (employer, staff, student perspectives);
- to investigate incorporation of this type of work into an accredited (final year) module;
- to support and contribute to the VentureMatrix project.

Resources needed:

Funding for 45 staff hours to co-ordinate and supervise the project and to provide the language-specific input.

Anticipated benefits to SHU students

-Enhanced employability skills due to undertaking a real-life project and working in multi-disciplinary groups

Benefit to SHU

- Raised profile as provider of real-life learning experiences for UG students
- Links to local/regional companies
- Increased attractiveness to prospective students and increased recruitment

Benefit to staff

- Development opportunities in the area of coaching/mentoring
- Networking with companies/businesses

Issues to overcome

- Small numbers of final year students leading to resource issues re small groups
- Finding suitable projects, specifically managing employers' expectations.

Unintended Consequences/outcomes

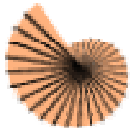
- My own greater involvement in and growing enthusiasm for learning about enterprise through attendance at workshops, etc.

Means of evaluation

- Discussions with enterprise team about validity and practicality of student projects within the VentureMatrix developments and alignment with those developments.
- Exchange of views with employers, regional languages network and current practitioners of consultancy projects at SHU and at other universities.

APPENDIX 1

SHELL event flier



**Promoting Languages
through Partnerships**

South Yorkshire

Schools / **H**igher **E**ducation **L**anguages **L**ink Group

**Promoting Languages:
Schools and Higher Education Working together**

Plenary Speaker: **Dr LID KING**

National Director for Languages, DfES

Monday, 25th June 2007, 16.30 – 19.00

King Edward VII School

Upper School, New Building, Glossop Road

Dr Lid King: The National Picture

Languages Post-Dearing: Challenges and Opportunities

Dr Lid King will provide an overview of the results of the Dearing Review with particular reference to Languages at Key Stage 4. He will describe developments since the publication of Lord Dearing's report and the DfES's plans for the future of languages:

- What are the main findings of Lord Dearing's Languages Review?
- What are the government's expectations and targets for languages at KS4?
- What can be done to increase uptake post-14?
- What support is available nationally?
- What is the role of regional and local networks and partnerships?

Bring your Leadership / SMT Link!

The SHELL Group: Promoting Languages locally

The Schools / Higher Education Languages Link Group has been in existence for several years. The aim of the group is to support local schools in their efforts to promote languages, particularly at Key Stage 4 and Post-16.

Find out what SHELL can do for you and your department!

Free Finger Buffet and Wine

No charge will be made for this event, as it is **sponsored by members of the SHELL group:**

Sheffield's 2 Universities:

**The University of Sheffield
Sheffield Hallam University**

Sheffield's 3 Language Colleges: **King Edward VII School**
Meadowhead School
Silverdale School
 and: **ALL South Yorkshire**



SHELL

Schools / **H**igher **E**ducation **L**anguages **L**ink Group

SHELL is a group of teachers and lecturers from:

- Both local universities: The **University of Sheffield** and **Sheffield Hallam University**
- South Yorkshire Secondary Schools - in 2006/07 these were : **Brinsworth School**, **King Edward VII School**, **Meadowhead School**, **Silverdale School**, **Wales Comprehensive School**, **Wisewood School**, **Yewlands School**

SHELL members work together to promote languages in secondary schools

Find out what SHELL can do for you and your department:

Event / Activity	Organised / offered by:
How you can bring the Sheffield University “Languages Live!” Roadshow to your own school	The University of Sheffield
How to access the Student Associates Scheme , through which undergraduate students work alongside classroom teachers, promoting their subject	The University of Sheffield
How PGCE students can help with the promotion of languages in schools	The University of Sheffield / Sheffield Hallam University
How you can involve your Year 9 students in a Languages and Tourism / Marketing / Business Day at university	Sheffield Hallam University
How to promote languages to your Year 9 students via a Business and Languages Day	Sheffield Hallam University
How your post-16 students can participate in G+T Language Days at university developing their translation, interpreting and literacy skills	Sheffield Hallam University
How to involve your post-16 students in Sixth Form Days working with PGCE students	Sheffield Hallam University
How your students can spend a day at the Showroom Cinema involved in one of the Sixth Form Days in French, German, Spanish and Urdu	ALL South Yorkshire + King Edward VII School
How you can delegate your students to a Student Conference where they can find out about the vocational relevance of language learning, talking to employers and several universities as well as experiencing a variety of language tasters	King Edward VII School and Language College
How you can “borrow” Language Assistants for a promotional event in your own school	Meadowhead School and Language College

PLEASE RETURN THE REPLY SLIP below **by Friday 9th June 2007** to:

Eva Lamb, King Edward VII School, Glossop Road, Sheffield S10 2PW

PLEASE NOTE: We need a reply slip from each participant to ensure we cater for enough people for the buffet / refreshments / wine. Please photocopy this slip if necessary for additional participants from your school.



SHELL

SHELL Event: Promoting Languages



Yes, I would like to participate in this event

Name of participant _____ Tel. _____

Name of School _____ Tel. _____

APPENDIX 2

Student Questionnaire - Ambassador role/employability skills

QUESTIONNAIRE

Gaining valuable employability skills

INTRODUCTION

As part of an initiative organised by the Higher Education Funding Council for England, the languages team at Sheffield Hallam University is planning to set up a scheme whereby undergraduate language students work as ambassadors at local schools, mentor school pupils, contribute to language events, etc. Training would be given for all these activities and the SHU UG students would always be working under the guidance of a school teacher or a tutor at SHU.

Examples of the skills that an undergraduate student would be able to develop through involvement are:

- understanding the mentoring process and gaining practical experience as a mentor (mentoring is currently a highly prized skill in private and public organisations);
- developing interpersonal skills, both with professional teachers and pupils of different ages and backgrounds (the ability to relate and engage with people, colleagues is essential for all jobs);
- organising one's time, schedules of activity, other people, etc.;
- problem-solving, i.e. dealing with student problems with the subject, motivation to continue, etc.
- acting as a role model, i.e. inspiring others to strive for improvement, to try out new things they may not have thought of before, e.g considering going to university, studying languages, going abroad, etc.

**This questionnaire is confidential.
No names or personal details are required.**

Question 1:

Please indicate how interested you would be in gaining some/all of the above skills alongside studying on your degree at SHU by ticking the appropriate box.

[1 = not interested at all; 5 = very interested]

5	4	3	2	1
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Question 2:

Would your level of interest increase if you were paid for these activities? Please tick the appropriate box.

[1 = not at all; 5 = considerably]

5	4	3	2	1
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Question 3:

Would you be interested if you could gain some sort of certification for the activities which would show a potential employer the additional employability skills you have gained through your involvement? Please tick the appropriate box.

[1 = not at all; 5 = Yes, definitely]

5	4	3	2	1
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Question 4:

What would be the most important aspect for you to decide to get involved?
Please specify below.

MANY THANKS FOR PARTICIPATING IN THIS QUESTIONNAIRE

APPENDIX 3

Consultancy Projects Review, 9 May 2006

REVIEW OF CONSULTANCY MODULES (O&M)

A number of established and successful consultancy modules are offered as part of the UG (level 6) and PG (level 7) curriculum in O&M. What follows is a description of a selection of modules that actually incorporate an assessed real-life consultancy project as part of their learning, teaching and assessment programme.

Type and nature of project

There are both individual and group projects. They can either be linked to the students' placement organisation, for whom a project is undertaken in the final year, or the sector within which the students' study takes place/the students' may want to find employment after graduation/or the students are already working (e.g. part-time postgraduates in jobs).

Identification of appropriate projects

There is variation with regard to finding appropriate projects. In some modules tutors find and negotiate projects with companies and students choose which particular project they get involved in. At the other end students find their own projects in collaboration with companies (usually the placement company) and guidance is provided in working out the terms of reference, scope, etc.

Assessment

There is a great variety of assessment elements within the range of consultancy modules investigated. However, all are coursework assessed. In some modules the written report to the company is the only summative module assessment and counts for 100% of the mark. However, most modules contain a number of summatively assessed elements with varying percentages attached to each of them. Many modules include a presentation in addition to the written report as well as a critical reflection.

In many cases companies provide feedback but do not influence in a direct way the final mark. Normally group projects result in the same mark for all participants. However, confidential peer assessment is used to gauge the relative inputs from individual team members and adjustments - upwards and downwards - can be made to take into account relative contributions from individuals.

Support

Support comes in a variety of ways and intensities depending on the particular module.

- Identification of project
- Help with scoping the project and determining terms of reference
- Front-loaded lectures and seminars on the underpinning theories and the management of the consultancy process
- Previous modules studied on the course
- Regular meetings with feedback
- Feedback on interim presentations on progress

What if things go wrong? - Possible solutions

- Sometimes projects provided by companies can be one-dimensional. - Tutor can add additional outcomes.
- Not enough projects are available. - Several individuals or groups can work on the same project.
- The relationship between the company and student(s) breaks down for whatever reason. - Re-orientation of the project to investigate why things have gone wrong.

General remarks

- It is not easy to find suitable projects.
- Students at UG level benefit from formal lecture/seminar input regarding the theory and process.
- As with all assessments some students will perform very well, others will be middling, some will do less well.
- At undergraduate level students are more instrumentally motivated than on some of the courses at PG level, especially those where the students are actually in full-time work.

Questions to the faculty

Some questions were raised regarding the faculty's position re. liability, insurance, travel and client satisfaction.

Details of specific consultancy modules

Module title	Level	Module Leader	Consultancy task	Other teaching, learning and assessment	Support
<p><i>Organisational Change and Consultancy Skills</i></p> <p>ca. 40 - 60 students per year;</p> <p>third year of operation;</p>	6	J. Darwin	<ul style="list-style-type: none"> students are encouraged to use the placement as a basis for consultancy work; focus on change consultancy; group project; 40% of module mark (presentation and report), includes confidential peer assessment (used in the moderation process) 	<p>Programme of underpinning lectures (plus study packs):</p> <ul style="list-style-type: none"> the nature of organisational change intro to consultancy managing change and theory in practice the consultancy process: The CONSULT model <p>Supported by fortnightly seminars.</p> <p>Individual assignment: 60% of module mark (the critical essay); this includes exploration of academic material and reflection of own history and formative experiences.</p>	<ul style="list-style-type: none"> at returners' day students are reminded to keep contacts at placement company; students decide on the topic but get help with scope of project; interim (formative) presentations of group work project, identifying organisation chosen and approach being taken.

Module title	Level	Module Leader	Consultancy task	Other teaching, learning and assessment	Support
<i>Client Sponsored Project</i> to run from 2007/08	6	Peter Lancaster	<ul style="list-style-type: none"> during their placement students build up a relationship with the company; this enables them to identify a marketing project for the placement organisation; individual project 100% of module mark (presentation and written report), included for the tutor but not for the company a reflection on the process 	Earlier in the course input into : <ul style="list-style-type: none"> skills development (research skills, presentation skills, etc.); developing marketing plans; understanding client - consultant relationship. The module is also front-loaded with appropriate lectures.	During the project: sessions with individual groups of students to check on progress

Module title	Level	Module Leader	Consultancy task	Other teaching, learning and assessment	Support
<p><i>Group Consultancy: Theory and Intervention</i></p> <p>module has run for over 20 years;</p> <p>core module for Business Modelling and Management;</p> <p>ca. 30 - 35 students per year</p>	6	D. Jones/ (J. Bryant)	<ul style="list-style-type: none"> • staff team identify manageable projects for local organisations; • students set terms of reference; • group project; • 60% of module mark (group presentation - 20% and written group report for the client - 40%); includes confidential peer assessment (used in the moderation process) 	<p>There is a combination of taught and project elements.</p> <p>Taught element:</p> <ul style="list-style-type: none"> • Introduction to the World of Consultancy • Achieving Successful Organisational Change • Contracting and Management • Reflective Practice and Individual Assessment <p>Project element:</p> <ul style="list-style-type: none"> • Group formation • Project Briefing • Initial Client Meetings <p>Individual reflection: 40% of module mark; key aspect: cross-linking of theory with students ability to think critically about consultancy process and own learning.</p>	<ul style="list-style-type: none"> • staff identify projects (getting projects not easy); • by end of October students get allocated to projects; this is done by students choosing their own groups and choosing a project from a list of titles (with additional information); • students, internal supervisor and company representatives have an initial meeting (normally at company); • Half-way progress reviews

Module title	Level	Module Leader	Consultancy task	Other teaching, learning and assessment	Support
<p><i>Applied Management Project</i></p> <p>capstone module that feeds into a number of courses</p> <p>all students are international students</p> <p>module has been running for 3 years</p>	7	J. Clark	<ul style="list-style-type: none"> • tutors discuss possible projects with company and prepare briefs for students to choose from. Links exist with a large number of companies. • sector-specific group project • If there aren't enough case studies, several groups work on the same one. • 80% of the module mark (written report - 50% and presentation - 30%); • External organisations get involved in feedback. Their comments and discussions are taken into account but marks are agreed internally. 	<p>Module links to Critical Thinking Module in semester 1.</p> <p>Preparatory lectures (moving from theoretical to operational focus) on:</p> <ul style="list-style-type: none"> • group work and team roles • managing change • tools and models for analysis <p>There is no specific input on consultancy.</p> <p>Reflection on what has been learned from the project about group working and the issues involved in problem-solving exercises: 20% of module mark</p>	<p>Tutors provide project in collaboration with companies/organisations.</p> <p>Normally weekly group meetings with tutor of approximately 20 minutes.</p> <p>Management specialists offer 'one-off' workshops for groups on an appointment basis only.</p>

Module title	Level	Module Leader	Consultancy task	Other teaching, learning and assessment	Support
<p><i>International Consultancy Project</i></p> <p>students are international students on</p> <p>MSc International Business and Management</p> <p>MSc Globalisation</p> <p>module has evolved over a number of years</p>	7	D. Laughton	<ul style="list-style-type: none"> • member of staff finds projects using existing business contacts • where projects have a narrow focus, additional outcomes are added • group projects with the main focus on deepening internationalisation skills • 100% of the module mark • tutor-marked but peer evaluation taken into account for contribution to group work ; an individual's marks may be reduced following unsatisfactory peer feedback 	1 day intensive on working with companies, research: how to do it and company expectations	<p>Tutor support, formative feedback given on a weekly basis.</p> <p>The projects are student-driven with facilitation by the academic supervisor.</p>

APPENDIX 4

Languages ICP review, 1 October 2006

Project Report: Consultancy modules

The project aimed to undertake an investigation into the further development of the International Consultancy Project (ICP) module offered as an elective to final year O&M students who undertake a mandatory study and work placement abroad as part of their course.

The **objectives** of the project were to:

1. investigate similar modules within SHU and other institutions to identify successful and transferable elements;
2. investigate the possibility of mixed student groups working together, i.e. students from different disciplines, e.g. languages, tourism, international business, marketing, IT, etc. to replicate real-life situations;
3. investigate the kinds of project that companies/organisations in Sheffield and the South Yorkshire region would be able to offer and benefit from;
4. compile a list of regular company contacts and develop effective links with them.

Outcomes:

1. Five consultancy modules offered at levels 6 and 7 in O&M were reviewed in detail and interviews with module leaders were conducted⁸. A range of transferable elements have been identified under the headings of
 - a. type and nature of project
 - b. identification of appropriate projects
 - c. assessment
 - d. support
 - e. solutions to possible problems
 - f. general experience of running consultancy modules
2. Unfortunately none of the consultancy modules reviewed lends itself to a multi-disciplinary approach (including languages) at this stage as all of them operate in a slightly different fashion with regard to either the type of client (e.g. placement company), the nature of the project (e.g. does not have a multi-disciplinary focus) or the level of study (UG or PG). The discussions and workshops accompanying the development of the Matrix idea have been useful in terms of making contact with interested staff and discussing different scenarios but nothing concrete has as yet been agreed.

⁸ A detailed overview is available.

3. It has proved difficult to establish the nature of the kinds of project companies/organisations may want. A detailed understanding of companies' expectations of the skills/abilities of our final year students would be helpful. We also need to be clear as to what, realistically, companies can expect from our students (including time available for the project) and how the students' might develop during the course of the project.

The company that worked with a group of students on the ICP pilot in 2004/05 and that had indicated that they would bring together a group of companies to discuss this aspect further, did, despite repeated efforts, not respond to our reminders.

Discussions have taken place, however, with the Regional Languages Network, and an export communication consultant working with SMEs. They have indicated that they may be able to facilitate contact with interested companies. Attendance at the "YH Business Language Champions Project" day on 31 October 2006 may take us a step further, as will making contact with Chambers of Commerce, etc.

Due to the outcomes of 2 - 3 above it has as yet not been possible to compile a list of regular company contacts and develop links with them. This is an aspect that we will, however, continue to pursue.

E3I CETL

Self Evaluation Report

As part of the HEFCE mid-term evaluation all associates have been asked to produce a self-evaluation report detailing the progress of their project(s) to date. This document provides guidance as to the type of issues you may wish to include in your report. The questions listed are by no means exhaustive, nor should you feel obligated to include them if they are not applicable to your particular project(s). The report should be a brief (two to three pages maximum) description of how your project has developed over time, and should include details of the processes involved, and any issues you have faced.

Please return your completed reports by **Friday 18th May** to either **Ian Woolsey** or **Nicola Barraclough** at the following address:

E3I CETL Team
Level 7 Adsetts Building

Alternatively you can email your report to:

N.Barraclough@shu.ac.uk

If you have any queries or would like any assistance, please contact Ian or Nicola on **xt 4735**

Thank you

Self-Evaluation - Points to include:

Department/Faculty: .FDS.....

Name of Associate: ..Ian Jones.....

Project Title: ..Placement Induction Block Week.....

Date project started:September 2006.....

Date project ends:September 2007.....

Date Self-Evaluation Report Completed: ...5th April 2007.....

Overview

Due to the distribution of my teaching load, hardly any Project development took place in semester one. Semester two has been more fruitful. In the past couple of weeks I've been able to work on it full time, and this has enabled me to 'put flesh on the bones'. The Project Week's activities are now taking shape ready for the trial, employer input has been secured, dates and rooms booked, students informed. I am now optimistic that the trial week with Real Estate students will proceed in June as originally planned.

1. Please provide a description of your project(s) including, for example, details of what the anticipated benefits were to students and staff.

The intention is twofold: to improve, in a practical way, the employability of our students seeking professional training placements (at selection stage) by making them more aware of the expectations of employers and how to deal with difficult situations; and to speed up the integration of students into the workplace environment when they commence their placement.

2. Has the project progressed as you initially anticipated? Please describe how the project has progressed and detail any variances from your original timescales/expected outcomes.

I initially imagined that the week of activities would focus on putting the students under pressure to perform, but this has been moderated in the planning stage to include some significant training sessions. This has been felt necessary in order to make sure that the students are equipped with some knowledge of the skills they will require in the workplace before testing their ability to demonstrate those skills.

3. What have been the main barriers you have faced?

Time! Plus, being a CETL associate has meant that I've been invited to attend many extra events in the University. Whilst these have been beneficial and have had some influence on the direction the project has taken, they have nevertheless been fairly time consuming.

4. What facilitators/enablers have you experienced?

Meeting with my mentor has helped a lot, and this relationship could have been exploited more. Other directors of CETL have also been encouraging and helpful.

5. Are there any areas where you would have liked additional support for your project?

I think that through my own fault I probably haven't made maximum use of the help that is available.

6. Please list any milestones achieved. Please also provide details of any dissemination activity which you have either already undertaken, or plan to undertake in the future.

Securing the interest and help from individuals in outside agencies has been encouraging. In terms of dissemination, I imagine that placement tutors across the university will be interested to hear what I've been doing.

7. What impact has the project had at an institutional level, at a departmental/faculty level, on colleagues and on students?

None yet, because the project hasn't yet been trialled. This will take place in June 2007.

8. Has the experience of the project influenced your professional values and practice? If so, in what way?

It has helped me to appreciate the value (and the difficulty!) of devising quality, credible role play exercises for developing employability skills in students.

9. Are there any plans for the further development of the work associated with the project?

I would like to develop the project further, particularly in terms of helping other placement tutors adapt the material to their own students needs.

10. Are there any other comments that you would like to make or are there any issues you would like to raise?

What are the chances of taking the project further?

E3I CETL Self Evaluation Report

Department/Faculty: .Development and Society;

Name of Associate: Julia Myers

Project Title:

student2studnet

Student mentoring in Primary/Early Years undergraduate courses
(NB This title has changed since the original CETL application)

Date project started: October 2007

Date project ends: First stage – August 2007

Date Self-Evaluation Report Completed: June 2007

1. Please provide a description of your project(s) including, for example, details of what the anticipated benefits were to students and staff.

The project began with very broad aims relating to the development of students' professional identity and supporting retention. As it progressed it became focused on providing students with opportunities to support each other. In particular its aim was for students in their final year of a 3 year Primary/Early Years teacher training course to use their knowledge and experience to support those in the first and second year. The support was focused on preparations for work placement, which students in their first year often find challenging.

The anticipated benefits for students were:

- The provision of support for students anxious about the requirements for work placements or concerned about their planning and teaching
- The opportunity for experienced, successful students to pass on their understanding and knowledge and gain confidence in their skills
- Experience of mentoring which will support students in future employment

2. Has the project progressed as you initially anticipated? Please describe how the project has progressed and detail any variances from your original timescales/expected outcomes.

The project took far longer than anticipated. It took more time than expected to identify a clear focus. Once this had been identified, its implementation was dependent upon the organisation of the course calendar. Students in their first and second year go on placement in June and therefore the mentoring was only introduced at this time.

3. What have been the main barriers you have faced?

Time to focus on the project when various other responsibilities all demand attention, particularly as the time at which the project was most demanding coincided with a period of heavy marking load.

Isolation - It was challenging to be working on a project which was seen as my sole responsibility. Meetings for CETL associates enabled individuals to share experiences but were limited in their capacity to provide support.

4. What facilitators/enablers have you experienced?

- The support and encouragement of colleagues in Education, in particular the Primary Programme leader
- The interest shown by members of the Employability CETL
- The willingness of the Employability team to provide support as needed
- The positive response of students

5. Are there any areas where you would have liked additional support for your project?

I appreciated the freedom made possible by the lack of intervention/direction but would have welcomed more active involvement from a member of the CETL team.

6. Please list any milestones achieved. Please also provide details of any dissemination activity which you have either already undertaken, or plan to undertake in the future.

30 volunteer mentors involved
Drop in sessions held during May – 45 students attended
Discussion board set up – over 150 postings to date
24 1:1 mentoring partnerships established

Dissemination of result at Primary Area meetings

7. What impact has the project had at an institutional level, at a departmental/faculty level, on colleagues and on students?

At an Area level, colleagues have been very positive about this initiative - They welcomed being able to direct students to student mentors who would have the experience, time and knowledge to provide the necessary support, practical help, and guidance needed. They also reported that student mentors have appreciated the opportunity to use their experience and develop their professional skills.

8. Has the experience of the project influenced your professional values and practice? If so, in what way?

Yes. It has made me more aware of the importance of acknowledging and using the expertise of students within training courses. It has made me consider the benefits of providing a forum for students to interact without the direct involvement of staff. Involvement in the Employability CETL has made me aware that various initiatives exist across the university to prepare students for and support them during their work based placements. It has made consider the exciting potential for far greater communication and sharing of effective practice in this area and in mentoring in general.

9. Are there any plans for the further development of the work associated with the project?

Next year I hope to develop the use of mentoring to provide support for students from induction, ie throughout the year rather than being limited to placement preparation.

I am keen to disseminate the results of this project more widely and to work with colleagues across the university to explore common issues in relation to the support of students in preparation for and during work based placements and in introducing and maintaining mentoring within courses.

10. Are there any other comments that you would like to make or are there any issues you would like to raise?

I have very much enjoyed the opportunity provided by the CETL Associateship to pursue a focus of interest. Crucially it has given me the time to develop and introduce an initiative within my Area. The support of the CETL for the project was important in confirming its value to colleagues as well as raising the profile of CETLs within my Area. Gaining the role of Associate also enhanced my confidence in my professional identity and affirmed my commitment to developing my skills and expertise beyond my current teaching role.

I particularly appreciated the understanding of the CETL Directors that time is needed within the year to develop a clear focus and they very sympathetic response to my concerns about the lack of progress of my project. I valued the lack of pressure to produce quantifiable evidence of the impact of the project. This awareness of the limitations of the time made available through the Associateship is helpful, but also suggests that perhaps such an allocation should be increased in order for more to be achieved.

I found it interesting to meet other Associates and to hear about different projects. However I feel that the disadvantage of such meetings was the lack of shared understanding or focus. Each Associate seemed to be working in isolation. Occasional meetings did little to overcome this, but given the range of projects I do not feel that greater frequency of meetings would have been successful or welcomed. An alternative form of organisation for the Associates would be to plan a shared focus, based on CETL priorities. This would have the advantage of reducing the isolation of Associates and encouraging meaningful and valuable collaborative work across the university, whilst still allowing individuals to develop projects which are relevant to their own areas.

E3I CETL

Self Evaluation Report

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Please return your completed reports by **Friday 18th May** to either **Ian Woolsey** or **Nicola Barraclough** at the following address:

E3I CETL Team
Level 7 Adsetts Building

Alternatively you can email your report to:

N.Barraclough@shu.ac.uk

If you have any queries or would like any assistance, please contact Ian or Nicola on **xt 4735**

Thank you

Self-Evaluation - Points to include:

Department/Faculty: Organisation and Management.....

Name of Associate: ...Katherine Gardiner.....

Project Title: ..Introduction of a work-based learning scheme in to the full-time MSc HRM course.....

Date project started: .September 2006.....

Date project ends:August 2007.....

Date Self-Evaluation Report Completed:14th May 20-07.....

1. Please provide a description of your project(s) including, for example, details of what the anticipated benefits were to students and staff.

My project was to explore the possibility of introducing a work-based learning opportunity within the newly revalidated full-time MSc HRM and to introduce it. The benefits of doing this would mainly accrue to students in that they would acquire some practical HR experience which would enable them to hopefully find a job much quicker and be able to cope with that first job with greater skill and confidence.

2. Has the project progressed as you initially anticipated? Please describe how the project has progressed and detail any variances from your original timescales/expected outcomes.

I think that the project has progressed very well. The MSc HRM has been re-validated and will include these work-based learning opportunities within the Professional Development Programme. Contact was made with the CIPD and the Rotherham Chamber of Commerce and an advert was put into the CIPD newsletter and already there have been several expressions of interest. The Rotherham Chamber of Commerce has also expressed an interest, as has the Sheffield Chamber of commerce. Part-time students on the MSC HRM have also been approached for offers of unpaid projects or attachments. To date, I feel that things are on track to have this system up and running for the September 2007 intake of students.

3. What have been the main barriers you have faced?

The main barrier I faced was the slowness of the Rotherham chamber of Commerce to commit themselves. They had expressed an interest in the scheme, but getting them to either agree to participate or not, was slow. Several weeks passed when I did not approach any other organisations for fear that I might over-commit myself. This slowed down my progress a little.

4. What facilitators/enablers have you experienced?

There are a large number of people within the faculty who have had some experience of work-based learning. I have talked to a great many of them and looked at the systems they have introduced, the paperwork they issue to students and employers alike and used their experience to help shape a system that would suit the needs of the course. The employability conferences held both at SHU and Oxford Brookes were very useful. In addition, other Associate Cefl's and directors also provided very useful advice and information to me. Sheila Quairney of the Enterprise Centre in particular has been very helpful in securing the agreement of the Rotherham Chamber of Commerce's participation in the scheme.

Being given 90 hours on my workload to work on this project was extremely helpful

5. Are there any areas where you would have liked additional support for your project?

No, not particularly

6. Please list any milestones achieved. Please also provide details of any dissemination activity which you have either already undertaken, or plan to undertake in the future.

- The MScHRM has been successfully re-validated with my work-based learning scheme. I had to field a number of questions on this and the panel were of the view that such a scheme would enhance the quality of our course.
- An advert has appeared in the April issue of the CIPD's newsletter and several companies have already expressed an interest in participating.
- The Rotherham Chamber of Commerce has agreed to participate in the scheme even though details need to be finalised. I have arranged a meeting with them on Friday 25th May to discuss this further.
- A list of participating organisations is already being compiled, ready for further contact and discussion to take place.

7. What impact has the project had at an institutional level, at a departmental/faculty level, on colleagues and on students?

The project hasn't officially started yet. It is planned to take effect from September 2007. All my colleagues think it is an extremely good idea and are prepared to speak to their contacts on my behalf in order to secure more work opportunities. The current cohort of students wished that they could have availed themselves of this scheme.

8. Has the experience of the project influenced your professional values and practice? If so, in what way?

I am sure it has. It has brought to the fore of my mind the importance of networking and keeping contacts warm. Also, how to manage any such opportunities so that prospective employers will be willing to participate.

9. Are there any plans for the further development of the work associated with the project?

I would like to be able to grow this project so that it goes from strength to strength such that it remains a secure part of our programme and provides a valuable and useful experience to our students,

10. Are there any other comments that you would like to make or are there any issues you would like to raise?

I have thoroughly enjoyed working on this project mainly because I felt it would be a fantastic addition to the course and would enhance its value considerably. I appreciate the opportunity to be able to do this and would like to thank the e3i CETL for making it possible.

Katherine Gardiner

E3i CETL Self Evaluation Report

As part of the HEFCE mid-term evaluation all associates have been asked to produce a self-evaluation report detailing the progress of their project(s) to date. This document provides guidance as to the type of issues you may wish to include in your report. The questions listed are by no means exhaustive, nor should you feel obligated to include them if they are not applicable to your particular project(s). The report should be a brief (two to three pages maximum) description of how your project has developed over time, and should include details of the processes involved, and any issues you have faced.

Please return your completed reports by **June the 11th** to either **Ian Woolsey** or **Nicola Barraclough** at the following address:

**e3i CETL
Level 7 Adsetts Building**

Alternatively you can email your report to:

N.Barraclough@shu.ac.uk

If you have any queries or would like any assistance, please contact Ian or Nicola on **xt 4735**

Thank you

Self-Evaluation - Points to include:

Department/Faculty:Careers & Employment Service
.....

Name of Associate: Kent Roach.....

Project Title: Career Development Learning (CDL) Teaching Pack.....

Date project started: September 2005

Date project ends: September 2007.....

Date Self-Evaluation Report Completed: 14 May 2007.....

- 1. Please provide a description of your project(s) including, for example, details of what the anticipated benefits were to students and staff.**

Objective and Scope:

The CDL pack will be a key resource to embed Career Management Skills (CMS) teaching across the curriculum, and will be an up to date, dynamic and empowering resource for both students & tutors.

It will include supporting elements that will enable all who are (or will be) engaged in employability activities with their students to be fully engaged in the teaching of CMS

It will be a professionally formatted multi-media portfolio that will comprise:

- A Module Guide incorporating Learning Outcomes & Assessment Criteria
- A structured programme of lectures & powerpoints, with tutor notes & prompts
- A brief Tutor Information booklet incorporating practical & theoretical approaches to Employability & the development of Career Management Skills, as well as instructions on how to use the resource.

The pack will help embed, integrate & enhance Employability related activity within the curriculum. It is intended that the pack can be used in it's entirety as a credit bearing module, that single components/elements can be taken & integrated into other modules or that they can be used as stand alone sessions. In this way it will reinforce the **Employability Spine** that will be integral to the learning experience of all SHU students.

As well as reinforcing the **pedagogical** approaches central to the development of Career Management Skills in students, it will make it's **theoretical underpinning** available of all teaching staff

It will increase the career management & employability learning opportunities for students at **all levels** and **modes of study**. It will encourage more teaching staff to become directly involved in the teaching of Career Management Skills, and assist all staff in engaging with the SHU Employability Framework

2. Has the project progressed as you initially anticipated? Please describe how the project has progressed and detail any variances from your original timescales/expected outcomes.

The first phase comprised drafting a Tutor Information Booklet that would engage non-careers specialists. It also involved reviewing and amending the existing Module Guide & teaching materials for the validated L5 CMS Module currently being taught each year in Semester 2.

These first drafts were completed in Summer 2006, based on consultation with SHU Careers Advisers, CMS Module Tutors, Student Services Dyslexia Tutors, other institutional CETLs (eg. University of Luton), the HE Academy and E3I colleagues, as well as extensive literature searches.

Early in the project it was decided that for relevant experience, innovation & high quality, we would look to leading designers with a proven track record in developing careers & employability related materials. Given their standing in the careers community, and their relationship with GIEU (Graduate into Employment Unit) & the Windmills Programme, we approached Alexander-MacGregor.

We agreed the following pathway for development

August 2006	Scoping
September 2006	Clarification of project brief
October 2006	Design Concepts
November 2006	Mock ups
December 2006	Prototypes of Module Guide, Tutor Information Booklet and session materials
January 2007	Preparation for piloting @ SHU

Although this proved to be a very ambitious timescale which on reflection may have been too short, through a great deal of collaborative working and an extremely responsive approach from the designers, the pack was ready to pilot by the beginning of teaching in Semester 2

3. What have been the main barriers you have faced?

Time Management

4. What facilitators/enablers have you experienced?

Active support within both the E3I CETL and the Careers & Employment Service.

Professionalism, effective collaborative working & high quality design sensibilities from Alexander-MacGregor

5. Are there any areas where you would have liked additional support for your project?

N/A

6. Please list any milestones achieved. Please also provide details of any dissemination activity which you have either already undertaken, or plan to undertake in the future.

A very high quality Module Guide, Tutor Information Booklet, powerpoints & tutor notes were all in place for the start of teaching w/b 29th January 2007. For dissemination activity please see (7)

7. What impact has the project had at an institutional level, at a departmental/faculty level, on colleagues and on students?

When the project was publicised through national conferences (AGCAS, HE Academy Subject Centres, etc.) CETL Seminars, Mini-Conferences and Special Interest Groups, a number of academics not previously involved in employability, careers activity expressed significant interest. The pack also gives an opportunity to consolidate existing Work Based Learning (WBL) and Placement Preparation activity. As the pack is still in it's pilot phase, more structured feedback will be gathered through the following evaluation of the piloted materials.

Target Feedback Groups

Qualitative feedback will be sought from the following:

Students undertaking the CMS module
CMS Teaching Team
SHU Academics
External Institutional CETLs (University of Birmingham & University of Reading CCMS)

Methodology (May-June 2007)

A combination of written survey, focus group and interview techniques will be used to garner feedback on the piloted materials, and will comprise:

Discrete section within formal Module Evaluation Form to be completed by all students, addressing the Module Guide & session powerpoints.

Separate focus group with students (4-6 students).

Focus group with the CMS Teaching Team (3 Careers Advisers).

(Focus groups utilise traffic light exercises across a range of preset topics; green for go, amber for caution and red for stop, as well as scope for discussion of emerging issues).

Structured interviews with SHU academics & external CETLs.

Next Steps

- Collate feedback from target groups (June 2007)
- Review & amend materials incorporating feedback as appropriate (June/July 2007)
- Roll out CDL Pack for take up in Semester 1, 2007-8 (August/September 2007)

8. Has the experience of the project influenced your professional values and practice? If so, in what way?

It has furnished me a significant opportunity to reflect on current theory and practice in the development & delivery of CDL in HE. It has also been a valuable opportunity to work closely with a design team at the national forefront in developing employability & careers related materials in both print & e-formats.

9. Are there any plans for the further development of the work associated with the project?

It is intended to:

- Select 8 short sessions derived from both CDL Pack and existing careers presentations, ready for use in Semester 1 2007-8. Provisionally:

- CVs
- Interview Techniques
- Assessment Centres
- The Art of Action Planning
- What Happens Next?
- Self-Awareness
- Placement Preparation
- Reflecting on Your Placement

- Develop Folio/Folder based on existing CDL design template

- Develop appropriate format(s) for the above; issues for discussion include:

- Datastick vs. web
- Alternatives to powerpoint
- Podcasts/Screencasts
- Use of packages such as Camtasia Studio (attaching audio to ppts)
- Flexibility of Adobe etc.
- Images vs. Text

- Develop supporting Tutor Notes & teaching materials

10. Are there any other comments that you would like to make or are there any issues you would like to raise?

N/A

E3i Self-Evaluation

Faculty of Development & Society, Built Environment Division

Nick Nunnington

The Shanghai Challenge

April 2006

Pilot to be completed September 2007 for on-going delivery

16 June 2007

1. *Please provide a description of your project(s) including, for example, details of what the anticipated benefits were to students and staff.*

The project is designed to allow undergraduate or postgraduate teams to form inter-disciplinary teams. The teams may comprise students from architecture, construction management, real estate, development, urban regeneration and quantity surveying. The project allows course teams to transcend many of the barriers that prevent this type of inter-disciplinary working taking place: i.e.

- **timetabling constraints**
- **facilities constraints**
- **silos based course administration**
- **reluctance to share information across boundaries**

in the DVD version of the project Students work autonomously and tutors can use guidance provided with the DVD to structure projects and activities, learning outcomes and assessment which engages the multimedia materials in a variety of interesting routes.

For example, teams may be required to undertake a “**highest and best use analysis**” using a structured methodology to examine the potential uses, eliminate uses that conflict with physical, planning, legal or technical constraints and design a scheme which maximises the utility and financial viability of the site.

Nick comments “***the resource is very flexible and because it is so rich and extensive tutors can use it for short focused projects, intensive week long projects or longer Semester based projects. It contains a wide variety of resources including video guidance on construction techniques, an extensive menu of construction costs, virtual tours of the site, presentations from leading local professionals and architectural studies.***”

Nick, together with Chris Davies an SHU student undertaking a BA in Multimedia and Communication Design have put a lot of creative energy and resource into producing a high quality project. For example, the presentations made by senior professionals of firms such as CBRE and Cushman &

Wakefield have been filmed using three cameras and lapel microphones to ensure a professional feel and high quality audio production. Chris has also produced high quality graphics for the animated DVD menu screens.

The project is designed to boost employability at a number of levels:

- exposure to a very complex “real” problem based learning activity
- development of high level skills attractive to employers
- working in an inter-disciplinary way which mirrors professional practice
- engaging with practitioners in the design of the project.

2. *Has the project progressed as you initially anticipated? Please describe how the project has progressed and detail any variances from your original timescales/expected outcomes.*

NO the original capture of video footage and materials in April 2006 using a member of staff from the LTI was only partially successful due to problems with sound quality and the inappropriate content of some of the speakers.

This was used as a learning experience.

In addition the project was initially focused only on replicating the postgraduate real estate experience for undergraduate students. An opportunity to include MSc Technical Architecture students to form an inter-disciplinary project arose after the start of the CETL.

Filming in 2007 using Chris Davies, the inclusion of Architecture staff and students has elevated the project to a much higher level.

As a consequence production has been delayed\ by 18 months but the final product will not only be of a much higher standard but will be useable by a much larger number of students both within SHU and nationally.

3. *What have been the main barriers you have faced?*

Initially technical problems, especially the use of audio to capture presentations made by professionals in Shanghai. Lack of technical support and multi-media production in the LTI/university was later managed by using Chris Davies.

Initial scepticism from colleagues in other subject areas within the Division.

4. *What facilitators/enablers have you experienced?*

The use of Chris Davies for multi-media production.

Being enthusiastic to inspire other colleagues from Architecture and Construction.

Having the space and time to work on the project.

5. *Are there any areas where you would have liked additional support for your project?*

Initially with the multi-media components and educational multi-media design.

6. *Please list any milestones achieved. Please also provide details of any dissemination activity which you have either already undertaken, or plan to undertake in the future.*

All the capture of material has been successfully completed and edited.

Work will now progress on compiling the materials and presenting them within a DVD menu structure.

The project has been successful in obtaining a Centre for Education in the Built Environment (CEBE) Educational Development Grant.

Dissemination is widespread even before deployment due to the involvement with CEBE – it has been reported in their electronic and paper publications and is the subject of a Case Study and Working Paper.

7. *What impact has the project had at an institutional level, at a departmental/faculty level, on colleagues and on students?*

Too early to tell as not yet deployed.

8. *Has the experience of the project influenced your professional values and practice? If so, in what way?*

VERY MUCH SO – working with other tutors on an inter-disciplinary project has forced us all to re-think the way in which we deliver, teach and co-operate to provide a learning experience which mirrors reality.

9. *Are there any plans for the further development of the work associated with the project?*

Yes we aim to build upon the project and offer the courseware nationally resulting in a national competition.

We aim to strip out the educational learning and development and produce dissemination opportunities for tutors across the University to learn from the project and explore how the approach could be used in their own discipline.

10. *Are there any other comments that you would like to make or are there any issues you would like to raise?*

E3i Project Evaluation

Department/Faculty:

Faculty of Development & Society / Division of Built Environment

Name of Associate:

Nick Nunnington

Project Title:

The European Challenge

Date project started: **September 05**

Date project ends: On going - resource has created an assessment activity which is embedded into several modules.

Date Self-Evaluation Report Completed: **11/06/07**

1. *Please provide a description of your project(s) including, for example, details of what the anticipated benefits were to students and staff.*

The European Challenge is an EU (Socrates) funded intensive programme which brings 80 students from 8 European Institutions together to work together in multi-disciplinary, multi-cultural teams on a complex consultancy project simulating the relocation of a 350 person financial services organisation to a new Headquarters building in Europe. Utilising a number of innovations, including role play and students becoming consultants for specified knowledge themes, it drives both employability and autonomy agendas.

The CETL funding allows "massification" of the project by creating DVD's which simulate the real experience of engaging with a Board of Directors and visiting numerous potential relocation sites across European cities.

For staff it is an opportunity to be involved in a European wide project and to engage with students as clients to help develop their consulting and customer management skills.

For students it is an opportunity to develop contemporary employability skills with in a European based project.

2. *Has the project progressed as you initially anticipated? Please describe how the project has progressed and detail any variances from your original timescales/expected outcomes.*

ON the whole YES. The capture of project materials was largely self contained during the two weeks of the "real" project. The materials were ready for deployment to the two initial groups of students targeted for the trial - MSc Property Appraisal & Management and BSc Business Property Management.

3. *What have been the main barriers you have faced?*

- Problems occurred with DVD formats which were not expected - the software used to burn the DVD's led to some players not recognising the format.

- The audio quality was a problem in places and the accents of non UK participants created some minor problems.
- Some resistance from tutors who were not convinced that the subtle human arguments represented "noise" to the core issues or were , as the author felt , essential to adding texture and complexity to a people focused solution.
- The perennial group working issues were raised by a small number of students. Disappointing given the very enthusiastic response form most groups. This was dealt with effectively with a peer assessment process.

4. *What facilitators/enablers have you experienced?*

The biggest enabler was the creativity, enthusiasm and commitment of Chris Davies the SHU Multimedia student who we employed to undertake filming, editing and compilation of the DVD.

Also the support of the placement students from both years of the CETL has been a valuable contribution. In the first year Nicola undertook filming and accompanied the students to Berlin and Vienna and in the second year Ben and Karen accompanied the students to Berlin and Bratislava and operated a "Big Brother" diary room to elicit candid and immediate feedback of the student's experiences.

The enthusiasm of the majority of students for the project and the way in which it was highly valued in feedback (see for example a transcript of a focus group of students undertaking by the CETL researchers.)

5. *Are there any areas where you would have liked additional support for your project?*

The technical aspects of copying the DVD and creating labels were facilitated by a competent temporary administrator who was very willing and enthusiastic. Institutional support of this nature is problematic.

6. *Please list any milestones achieved. Please also provide details of any dissemination activity which you have either already undertaken, or plan to undertake in the future.*

Dissemination is widespread.

The project is the focus of a CEBE (Centre for Education in the Built Environment) ACBEE (Accelerating Change in Built Environment Education) and is the only ACBEE project to be awarded a category 5 designation for employer engagement.

The project has been written up as a CEBE Case Study on their web site (publishing imminent).and in the CEBE e-news and Magazine.

The project has been the subject of a number of conference papers:

- ERES (European Real Estate Society) Education Conference, Regensberg December 2006
- SOLSTICE - Centre for Excellence in Teaching and Learning Conference 2006: Enhancing student learning through the

intelligent deployment of technologies
Edge Hill, Ormskirk, 3 May 2006

- 6th Conference of the International Consortium for Educational Development Enhancing Academic Development Practice: International Perspectives
Sunday 11th to Wednesday 14th June 2006
Sheffield Hallam University, United Kingdom.
- BMAF and HLST Joint Workshop: What do Employers want?
E-Evolve University of Central Lancashire, Preston
29 June 2006
- Third in the series of four employability workshops
E-Evolve - International Dimensions of Employability
22nd March 2007, SHU
- BEECON(Built Environment Education Annual Conference)
2006 and 2007 in CETL sessions.

7. What impact has the project had at an institutional level, at a departmental/faculty level, on colleagues and on students?

The project has had a big impact on students and it has been used on CV's and at interviews to gain strategic advantage and as a talking point to help with direct employability.

Within the department it has been identified as good practice and a number of tutors have engaged with it to learn from it as a learning methodology.

At Faculty level it has also been examined by colleagues to see how it could be utilised in different contexts - partly through internal dissemination events - e.g. the CETL Celebration Event and the E-Evolve conference held at Sheffield Hallam in March 2007.

8. *Has the experience of the project influenced your professional values and practice? If so, in what way?*

YES - the project has confirmed the power of running major projects on a "**Students as Consultants, Tutors as clients**" basis. It has made me, and colleagues much more relaxed about running projects without large amounts of didactic teaching. It has also refreshed the thinking of colleagues about what contemporary skills are required to boost employability.

9. *Are there any plans for the further development of the work associated with the project?*

YES - the project is to be re-worked to improve the audio quality and to refine the role play. Sponsorship and funding will support the sustainability of the project and move it forward. CEBE are keen to work with the CETL to develop the project as nationally available courseware.

10. *Are there any other comments that you would like to make or are there any issues you would like to raise?*

The CETL has created the time and space to allow this project to flourish and has created an interesting partnership between students and staff in creating the courseware. This relationship ensures that the project is grounded in realistic student expectations and achievements but also represents a significant challenge for students at academic, professional and interpersonal levels which have been very well received.

E3I CETL Self Evaluation Report

Department: Enterprise Centre

Name of Associate: Sheila Quairney

Project Title: Rotherham Ready

Date project started: September 2006

Date project ends: July 2007

Date Self-Evaluation Report completed: 17 May 2007

Description of project

To involve SHU students from across all Faculties in the Rotherham Ready Enterprise project.

Rotherham Ready is a large scale, high profile Yorkshire Forward-funded project running until 2009. It is being run in conjunction with local employers and aims to create a culture of enterprise and to deliver a step change in the delivery of enterprise education in Rotherham schools and colleges. It is supported across the Borough by key partners such as the local MPs, Rotherham Chamber of Commerce, Business Link South Yorkshire, and Business and Education South Yorkshire.

Anticipated benefits were as follows: Our students would have the opportunity to mentor or facilitate school teams in a wide variety of employer-based projects. There was scope for involvement in the proposed Young People's Enterprise Chamber. The project is working closely with the Centre for Education and Industry at the University of Warwick, and I believed there would be the potential to work with Warwick to develop a SHU-specific Enterprise/employability award for our students. All of these activities would significantly enhance the employability of our students. Ultimately, becoming a key partner in the Rotherham Ready project would raise the profile of the University not only with local employers but with our future customers – Rotherham students.

At the stage of applying, I did not foresee any direct benefits to staff.

Progress of project and variance of project outcomes

Progress on the project and direct benefits to students has been much slower than I anticipated, mainly because the launch of Rotherham Ready to schools and colleges came too late in the academic year to be included in the academic work plans.. However, there have been some unexpected and positive outcomes to the University in terms of income generation through CPD activities and links with academic colleagues that would otherwise not have happened that have offset lack of progress elsewhere. The detail is as follows:

Employer based projects: these were launched in November in Rotherham. I have identified suitable projects for our students and approached a number of academics known to support enterprise teaching. I had several positive responses but the overall message was - too busy now, happy to consider next year. I plan to follow these up once marking is out of the way and talk to the companies about particular courses. I have also worked with John Palmer, SHU's Director of Communications, to develop stronger links with Rotherham Chamber of Commerce, and met with the CEO to discuss ways to involve our staff and students with the Chamber members - resulting in us taking Chamber membership for the first time at a corporate level.

Young People's Enterprise Chamber: this was launched in November with 9 pilot schools. I have brokered meetings between the project manager, the Hallam Volunteering manager and the chair of the Student Enterprise Society to explore ways in which students and volunteers could support and mentor the school chambers, and this dialogue is ongoing.

Links to Warwick University Centre for Industry and Education: this has had some unexpected benefits. Through meetings with the partners, I established the need for a local University to deliver accreditation for the teachers in the schools that are working towards the Warwick Excellence in Enterprise Education Award. I liaised with colleagues in the Faculty of Development and Society to identify the appropriate learning vehicle and brokered meetings with the academics concerned. As a result, a growing number of teachers are working towards an MSc in Professional Development in the Workplace (PLW) delivered by SHU staff and we are a named partner on all the publicity material for the project. I have also spoken to Dave Laughton about the opportunity to offer this module to SHU staff to recognise their enterprising teaching methods and discussions are ongoing.

I have also spent considerable time drawing up proposals with the partners for a Centre for Enterprise Education based at SHU and servicing the needs of the region's schools, colleges and potentially employers. This was discussed with the Dean of O&M but after much deliberation, it was felt that the resources were not currently available in the Faculty to develop a truly effective Centre.

Other: I am working with the Rotherham Ready Entitlement group on a Ladder of Entitlement for students at all levels in terms of enterprise learning and work is underway to populate the RR website with case studies relating to HE.

The Student Enterprise Society are working with St Mary's Primary School in Rotherham as part of the "Make £5 Blossom" challenge. They have pledged £5 to each of 30 children in Year 6 to invest in a variety of business-related activities - including running a disco event, making and selling smoothies, and penalty shoot-outs. The idea is to pay back the £5 investment and make a profit for them to keep.

I have arranged with Rotherham Chamber to identify a number of employers willing to give HR projects to MSc HRM students to enable one of my CETL colleagues, Katherine Gardiner, to progress her project.

Barriers

The main barriers have revolved around the timescales of the project and their fit to SHU timetables. It has also been very difficult to arrange meetings between the number of external and internal people, all of whom have significant demands on their time. Lack of (human) resources to deliver potentially important and high level activities where I am the enabler rather than the deliverer has also impacted on my effectiveness.

Facilitators/Enablers

Certain academic staff that I've involved in the project have been very helpful! My director has also given me support in chasing senior staff!

Additional support needed

This has not really been an issue - it's been more about getting people internally to see the potential in what I believed this project offered.

Milestones

Launching the PLW module was a positive milestone; telling Warwick that we weren't able to support the Centre for Enterprise Education was a negative one! I'm not planning any dissemination in general terms at present, but if and when we do get some students working with Rotherham employers, then I will do so as I will have a good story to tell.

Impact

At an institutional level, it has been beneficial for SHU's name to be associated with what is a truly flagship and ground-breaking project in enterprise education - Rotherham Ready is being held up as a model of good practice and is being disseminated both nationally and internationally on an ongoing basis by the key partners.

At a Faculty level, it has provided a considerable and ongoing new income stream for D&S through delivery of the PLW module to a completely new audience, with the potential to deliver to teachers across all 133 schools and FE colleges in the Borough and beyond.

I have been told that it has influenced the drive in O&M to introduce the new Enterprise degree through providing evidence to support the growing demand for such learning.

Impact on students and academics is as yet unproven. However, being a partner in the project has raised the University's profile in schools and colleges in the Borough and I hope will result in increased applications for degree courses here.

Professional values and practice

Involvement in the Rotherham Ready project has enabled me to forge new partnerships with businesses and organisations in the borough and enhanced my current role in the Enterprise Centre. This has led to me being invited to sit on other groups and boards in Rotherham and to raising the University's profile in the town.

Future plans

The project runs until 2009. I plan to keep involved in the project as far as my other work permits over the next 18 months and to broker opportunities for student projects with Rotherham employers in 2007/8. I am still in discussion with Warwick about identifying resources for a Centre here and may be able to review the situation later in the year if funding becomes available and the situation in the Faculty is more favourable. I expect the links with Hallam Volunteering and the Young Chamber to develop into projects for 07/08 and will keep in touch with the HV co-ordinator to monitor this.

Additional comments

It's been an unusual project insofar as it's one where I'm acting as a broker with little control over the eventual outcomes, and with quite wide ranging objectives. I like to think that I have made some impact (although maybe not in the way I initially envisaged) and that this will continue over the coming year.

E3I CETL Self Evaluation Report

Department/Faculty: Health & Wellbeing

Name of Associate: Sarah Wenham

Project Title: Professional Student Conference

Date project started: September 2006

Date project ends: March 2007

Date Self-Evaluation Report Completed:

Project Description

In Jan 2007 the Physical Education, Sport Development & Teaching Subject Team held a 2 day professional conference for 450 students studying:

- BSc PE & Youth Sport
- BSc Sport Development with Coaching
- PGCE Physical Education
- MSc Sport Development

The aim of the conference was to develop an innovative learning & teaching environment with the support of industry specialists who facilitated over 50 workshops around the themes of PE, sport development, coaching & health-related physical activity. There was also a strong emphasis upon the students' future employability with additional workshops that centred around career & personal development.

What was involved?

The organisation of the conference was headed up by one member of staff however members of the subject team all contributed to its overall development. In particular, all of the industry specialists who ran workshops or delivered keynote speeches were secured through personal staff contacts and some were actual graduates of sports courses at Hallam. Of particular note was the keynote delivery by:

- Rt Hon Richard Caborn Minister for Sport
- Sue Campbell CBE Chair of UK Sport

What did the project achieve?

The conference was a resounding success on many levels, from the high level of student engagement through to the positive feedback from the speakers in terms of their view of students at Hallam. The following quote sums up the overall feeling of the students:

" It was fantastic and I think as 3rd years when the prospect of getting a job looms in the not so distant future it is daunting but this conference really gave me the chance to meet people in the industry! Over the period of a 3 year course you invariably ask yourself is this really what I want to do and do I want a change? The conference really confirmed to me that this IS where I want to work and what I want to be involved with and the speeches given by all the speaking guests motivated me to make the difference!"

Timescale

The conference took a year to plan and organise with the CETL funding allowing a member of staff to take time off to do this. It was a lengthy experience mainly due to the fact that it was the first one to be held and therefore everything had to be started from scratch.

Main barriers

The most difficult things to overcome were:

- the securing of the teaching rooms for the conference - the University systems for room bookings are unhelpful and bureaucratic
- funding sufficient funding for the running of the conference -there was very little funding initially either from the Faculty or University
- promotion of the conference both internally and externally - again, very little response from the University

Areas of additional support

It would have been useful to have some administrative support either via the faculty/CETL or University without having to pay for it.

Dissemination

The conference programme and website has been disseminated widely across the University and externally within the HEI sector and sports industry. Sarah Wenham is to present a paper at the European Association of Sport Management Conference 2007 in Turin detailing the detailed evaluation feedback gathered from both student delegates and facilitators. It is also anticipated that this conference may also provide partner institutions for future student's conferences.

Impact - institutional, faculty level, on colleagues and on students

There is no doubt that this conference has had the greatest single impact for the subject team and students than any other event/idea. It has raised the profile of the teaching area; given the subject team a platform upon which to try new ventures; motivated both staff and students beyond recognition and given a huge profile to the University within the sports industry. This is proven in that the professional body responsible for sport management and development (ISPAL) is now seeking to develop a National Student Sport Conference in the future as a result of the success of the Sheffield Hallam conference.

Future Plans

Due to the enormous success of the conference, it is now planned to become an annual event.