

# Centre for Excellence

# in Teaching and Learning for Employability (e3i)

Report to HEFCE: Interim Evaluation

July 2007

Appendix 1: Report on the Employability and Personal Development Planning (PDP) Survey Findings, Joanne Gledhill and Anna Stevens, June 2007, SHU Centre for Research and Evaluation.

**A report of the Employability and Personal Development Planning  
(PDP) Survey Findings**

**June 2007**

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**Draft Report**

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## Background

The Centre for Excellence in Teaching and Learning (CETL) at Sheffield Hallam University commissioned the Centre for Research and Evaluation to carry out a survey of all course leaders within the University to evaluate the impact of its work and engagement with the Employability agenda across the university. Course leaders were sent an e-mail in May 2007, with a link which directed respondents to a web page with an on-line questionnaire. A paper based survey was also sent out to the same individuals.

A total of 271 course leaders were sent questionnaires and 83 responded, a response rate of 31%.

The results from the survey are presented in this report. Frequencies are given for each question, with a breakdown by course level. For certain questions a cross tabulation by faculty is given.

In 2004 and 2005 similar evaluations were carried out by the Centre for Research and Evaluation and comparisons are made throughout the report. Data tables from the 2004 and 2005 reports are included as an appendix to this report. The comparisons made should be treated with some caution as different course leaders will have responded to the survey each year the evaluation has been carried out.

The questionnaire aimed to investigate how far courses have embedded the features of the University's Employability Framework. The essential features are:-

- the progressive development of autonomy
- the development of skills
- Personal Development Planning (PDP)
- including activities similar to those required in external environments
- reflection on learning between different contexts
- career management skills

Additional features are:-

- work-related learning
- preparation for specific professional areas
- enterprise

## Results

For each question a total n is given: there were missing answers for some questions. The percentage given is the valid percentage for all those that answered the question. Different numbers of respondents replied to each question and it maybe that where they did not reply to a question it was seen as not relevant to the course.

Respondents were asked how many students they taught at levels 4, 5, 6 and postgraduate level. A total of 30 respondents reported that they taught students at level 4, 34 respondents said they taught students at level 5, 37 taught students at level 6 and 43 taught students at postgraduate level.

### Mode of study

	Full time	Part time	Distance learning	Other
Mode	62	44	12	5

### Level of study

	Level 4	Level 5	Level 6	PG
Number of respondents teaching at level	30	34	37	43

Variables were created to show whether respondents had indicated that they embedded the Employability Framework features at any level, i.e. if they had marked one or more of the boxes relating to a particular feature at levels 4, 5, 6 or postgraduate then the new variable showed that they taught this at some level (this variable is shown in the results tables as Course level all).

## 1. Planned support in preparing students for autonomy

The majority of respondents (90%) stated that explicit support is given in preparing students for autonomy and almost three quarters (70%) stated that the use of autonomy was assessed. This is similar to the 2005 survey. Almost all of the respondents (95%) stated that they include and assess tasks requiring autonomy. The same proportion of respondents stated this in 2005.

**Table 1.1 Developing Autonomy**

	Course level all n (%)	Assessed all n (%)
<b>Explicit support</b>	70 (90)	49 (70)
<b>Total</b>	78	70
<b>Setting tasks</b>	79 (95)	69 (95)
<b>Total</b>	83	73

Explicit support is given by a similar proportion of respondents across course levels. This is similar with the 2005 survey, although in 2005 only 77% provided it a postgraduate level compared to 90% in 2007. Respondents who assessed autonomy varied across course levels. All courses apart from level 4 included setting tasks requiring autonomy: 96% at level 4. This is higher than in 2005 where setting tasks ranged from 89% at level 4 to 95% at level 5 and 6.

**Table 1.2 Developing Autonomy breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Explicit Support</b>	23 (92)	12 (48)	24 (83)	14 (54)	32 (91)	25 (76)	36 (90)	23 (68)
<b>Total</b>	25	25	29	26	35	33	40	34
<b>Setting tasks</b>	25 (96)	22 (85)	31 (100)	24 (89)	36 (100)	34 (97)	40 (100)	33 (94)
<b>Total</b>	26	26	31	27	36	35	40	35

Explicit support is also given by a similar proportion of respondents across faculties apart from Health and Wellbeing where all respondents included explicit support. These findings are similar with the 2004 and 2005 surveys. 80% of respondents from ACES and Health and Wellbeing explicitly assess autonomy compared to 62% from Development and Society and 64% from Organisation and Management. There has been an increase in assessing autonomy in ACES since 2005 (63%) and Health and Wellbeing (60%) and a decrease since 2005 in Development and Society (76%).

**Table 1.3 Developing Autonomy by Faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Explicit Support</b>	15 (88)	12 (80)	25 (86)	16 (62)	18 (100)	12 (80)	12 (86)	9 (64)
<b>Total</b>	17	15	29	26	18	15	14	14
<b>Setting tasks</b>	19 (100)	16 (89)	28 (100)	26 (96)	17 (100)	13 (93)	15 (100)	14 (100)
<b>Total</b>	19	18	28	27	17	14	15	14

## 2. Skills development

Almost all of the respondents both included and assessed skills development in courses (Table 2.1). This is similar to the 2004 and 2005 surveys.

**Table 2.1 Skills Development**

	Course level all n (%)	Assessed all n (%)
<b>Critical analysis and judgement</b>	79 (98)	78 (99)
<b>Total</b>	81	79
<b>Summarising and synthesising</b>	78 (98)	76 (97)
<b>Total</b>	80	78
<b>Making and Justifying decisions</b>	77 (98)	74 (96)
<b>Total</b>	79	77
<b>Making arguments supported by evidence</b>	77 (98)	75 (96)
<b>Total</b>	79	78

**Table 2.2 Skills development breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Critical analysis and judgement</b>	21 (78)	16 (70)	29 (100)	27 (100)	35 (100)	33 (100)	40 (95)	41 (98)
<b>Total</b>	27	23	29	27	35	33	42	42
<b>Summarising and synthesising</b>	26 (100)	24 (92)	31 (100)	28 (97)	32 (97)	30 (100)	39 (95)	39 (95)
<b>Total</b>	26	26	31	29	33	30	41	41
<b>Making and Justifying decisions</b>	25 (89)	21 (81)	30 (100)	28 (97)	35 (100)	32 (100)	38 (97)	38 (97)
<b>Total</b>	28	26	30	29	35	32	39	39
<b>Making arguments supported by evidence</b>	26 (93)	24 (96)	30 (97)	29 (97)	31 (97)	28 (93)	41 (98)	41 (98)
<b>Total</b>	28	25	31	30	32	30	42	42

The proportion of respondents who stated that skills development is included in courses is similar across all course levels. The skill that is embedded the least is critical analysis and judgement at level 4 (78%). This pattern is similar to the findings from the 2004 and 2005 surveys where the pattern remained the same across all course levels apart from level 4 for critical analysis and judgement (66% in 2004; 56% in 2005).

Respondents were given the opportunity to give examples of other skills that are developed in courses (Table 2.3).



**Table 2.3 Skills Development examples of tasks**

Skills in conducting small-scale work-based evaluation
Management skills
Teaching and assessment skills
Skills that relate to professional practice

**Table 2.4 Skills development breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Critical analysis and judgement</b>	19 (100)	18 (100)	27 (96)	27 (96)	18 (95)	18 (100)	15 (100)	15 (100)
<b>Total</b>	19	18	28	28	19	18	15	15
<b>Summarising and synthesising</b>	19 (100)	17 (94)	27 (96)	26 (96)	18 (95)	19 (100)	14 (100)	14 (100)
<b>Total</b>	19	18	28	27	19	19	14	14
<b>Making and Justifying decisions</b>	19 (100)	18 (100)	26 (96)	25 (96)	19 (100)	18 (95)	13 (93)	13 (93)
<b>Total</b>	19	18	27	26	19	19	14	14
<b>Making arguments supported by evidence</b>	18 (95)	17 (94)	27 (96)	27 (96)	17 (100)	16 (94)	15 (100)	15 (100)
<b>Total</b>	19	18	28	28	17	17	15	15

The proportion of respondents including skills development and assessing skills are very similar across all faculties, ranging from 90% to 100%. These findings are similar to the findings from the 2004 and 2005 surveys.

## Professional or key skills

With the exceptions of specific professional skills, visual communication (81%) and working with numbers (75%), over 90% of all respondents reported that professional or key skills are included at one or more course levels. A higher proportion of respondents are assessing 'solving problems' compared with 2005 (95% in 2007, 83% in 2005).

**Table 2.5 Professional or key skills**

	<b>Course level all n (%)</b>	<b>Assessed all n (%)</b>
<b>Communication written</b>	77 (96)	80 (99)
<b>Total</b>	80	81
<b>Communication Verbal/Oral</b>	74 (94)	73 (91)
<b>Total</b>	79	80
<b>Communication Visual</b>	62 (81)	61 (80)
<b>Total</b>	77	76
<b>Information Skills</b>	70 (93)	60 (81)
<b>Total</b>	75	74
<b>IT</b>	71 (95)	54 (74)
<b>Total</b>	75	73
<b>Working with numbers</b>	55 (75)	52 (72)
<b>Total</b>	73	72
<b>Working with others</b>	77 (98)	70 (89)
<b>Total</b>	79	79
<b>Reflection</b>	75 (97)	71 (91)
<b>Total</b>	77	78
<b>Setting goals/action planning</b>	74 (96)	65 (84)
<b>Total n</b>	77	77
<b>Solving problems</b>	76 (92)	71 (95)
<b>Total</b>	83	75
<b>Specific professional skills</b>	70 (91)	63 (84)
<b>Total</b>	77	75

The proportion of respondents who reported that professional or key skills are included and assessed in courses is fairly similar across all course levels. This is similar to the 2004 and 2005 survey data.

A higher proportion of respondents now include the following aspects of professional or key skills compared with 2005; visual communication (74% in 2007, 60% in 2005), information skills (90% in 2007, 79% in 2005), IT (90% in 2007, 68% in 2005), working with numbers (64% in 2007, 50% in 2005), working with others (95% in 2007, 81% in 2005), setting goals/action planning (97% in 2007, 83% in 2005). A higher proportion of respondents embed solving problems at all levels than any other skill.

**Table 2.6 Professional or key skills breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Communication written</b>	29 (97)	29 (97)	30 (100)	31 (100)	34 (97)	36 (100)	39 (93)	42 (98)
<b>Total</b>	30	30	30	31	35	36	42	43
<b>Communication Verbal/Oral</b>	28 (93)	25 (86)	30 (100)	27 (90)	32 (94)	32 (89)	36 (88)	36 (86)
<b>Total</b>	30	29	30	30	34	36	41	42
<b>Communication Visual</b>	22 (79)	20 (74)	23 (79)	20 (71)	25 (78)	24 (75)	29 (74)	29 (74)
<b>Total</b>	28	27	29	28	32	32	39	39
<b>Information Skills</b>	27 (93)	25 (89)	28 (93)	23 (79)	32 (94)	27 (81)	34 (90)	28 (72)
<b>Total</b>	29	28	30	29	34	33	38	39
<b>IT</b>	26 (96)	21 (78)	27 (93)	19 (68)	31 (97)	24 (77)	35 (90)	25 (66)
<b>Total</b>	27	27	29	28	32	31	39	38
<b>Working with numbers</b>	22 (82)	20 (74)	22 (76)	19 (66)	26 (79)	23 (72)	23 (64)	24 (67)
<b>Total</b>	27	27	29	29	33	32	36	36
<b>Working with others</b>	28 (93)	26 (90)	31 (100)	27 (90)	34 (97)	31 (89)	39 (95)	35 (85)
<b>Total</b>	30	29	31	30	35	35	41	41
<b>Reflection</b>	24 (86)	21 (78)	25 (86)	21 (75)	33 (94)	31 (87)	40 (100)	37 (90)
<b>Total</b>	28	27	29	28	35	35	40	41
<b>Setting goals/action planning</b>	22 (85)	16 (59)	21 (75)	14 (50)	31 (87)	27 (82)	38 (97)	35 (88)
<b>Total</b>	26	27	28	28	35	33	39	40
<b>Solving problems</b>	31 (100)	27 (90)	35 (100)	32 (97)	38 (100)	38 (97)	28 (93)	25 (86)
<b>Total</b>	31	30	35	33	38	39	30	29
<b>Specific professional skills</b>	20 (80)	18 (75)	23 (82)	21 (78)	31 (89)	27 (79)	38 (95)	37 (95)
<b>Total</b>	25	24	28	27	35	34	40	39

Respondents were given the opportunity to give examples of other professional or key skills that are used in courses (Table 2.7)

**Table 2.7 Examples of professional or key skills**

Professional conduct, ethics, following codes of practice
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**Table 2.8 Professional or key skills breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Communication written</b>	19 (100)	19 (100)	25 (93)	27 (96)	19 (95)	20 (100)	14 (100)	14 (100)
<b>Total</b>	19	19	27	28	20	20	14	14
<b>Communication Verbal/Oral</b>	17 (94)	18 (95)	25 (93)	22 (82)	18 (90)	19 (95)	14 (100)	14 (100)
<b>Total</b>	18	19	27	27	20	20	14	14
<b>Communication Visual</b>	17 (90)	16 (84)	21 (84)	20 (83)	16 (84)	20 (83)	8 (57)	9 (64)
<b>Total</b>	19	19	25	24	19	24	14	14
<b>Information Skills</b>	17 (100)	16 (94)	23 (92)	18 (72)	17 (90)	14 (74)	13 (93)	12 (92)
<b>Total</b>	17	17	25	25	19	19	14	13
<b>ICT</b>	18 (100)	16 (94)	23 (92)	14 (100)	18 (95)	17 (90)	12 (92)	7 (54)
<b>Total</b>	18	17	25	14	19	19	13	13
<b>Working with numbers</b>	15 (83)	14 (82)	18 (75)	17 (71)	12 (67)	11 (61)	10 (77)	10 (77)
<b>Total</b>	18	17	24	24	18	18	13	13
<b>Working with others</b>	19 (100)	17 (90)	25 (96)	22 (85)	20 (100)	18 (90)	13 (93)	13 (93)
<b>Total</b>	19	19	26	26	20	20	14	14
<b>Reflection</b>	18 (95)	18 (95)	25 (100)	25 (96)	20 (100)	19 (95)	12 (92)	9 (69)
<b>Total</b>	19	19	25	26	20	20	13	13
<b>Setting goals/action planning</b>	18 (95)	17 (90)	23 (92)	20 (80)	20 (100)	18 (90)	13 (100)	10 (77)
<b>Total</b>	19	19	25	25	20	20	13	13
<b>Solving problems</b>	19 (100)	18 (95)	23 (100)	21 (96)	20 (100)	19 (95)	14 (100)	13 (93)
<b>Total</b>	19	19	23	22	20	20	14	14
<b>Specific professional skills</b>	18 (95)	17 (94)	24 (92)	23 (92)	18 (90)	15 (75)	10 (83)	8 (67)
<b>Total</b>	19	18	26	25	20	20	12	12

A higher proportion of respondents in ACES include and assess visual communication compared with 2005 (90% include and 84% assess in 2007 compared with 56% include and 63% assess in 2005). ICT is now included and assessed by more respondents compared with 2005 across all faculties with the exception of Organisation and Management where slightly fewer assess this skill compared with other faculties.

More respondents include working with numbers compared with 2005 in ACES (83% in 2007, 63% in 2005) and Development and Society (75% in 2007, 63% in 2005) and fewer now include it in Health and Wellbeing (67% in 2007, 75% in 2005) and Organisation and Management (77% in 2007, 89% in 2005).

A higher percentage of respondents now include and assess working with others across all faculties compared with 2005.

Fewer respondents in Organisation and Management compared with 2005 assess reflection (69% in 2007, 96% in 2005), setting goals/action planning (77% in 2007, 96% in 2005) and solving problems (93% in 2007, 70% in 2005). More respondents in this faculty assess solving problems than in 2005 (93% in 2007, 70% in 2005).

**Table 2.9 SHU resources**

	<b>Course level all n (%)</b>
<b>SHU Skills Pack n (%)</b>	36 (62)
<b>Total n</b>	58
<b>Key Skills Online n (%)</b>	51 (75)
<b>Total n</b>	68
<b>InfoQuest n (%)</b>	29 (53)
<b>Total n</b>	55
<b>Oral Presentation Package n (%)</b>	17 (35)
<b>Total n</b>	48
<b>Writing for University Courses n (%)</b>	16 (33)
<b>Total n</b>	49
<b>Postgraduate Dissertation Guide n (%)</b>	30 (59)
<b>Total n</b>	51

The number of respondents using SHU resources varied according to the resource and differed from the results from the 2005 survey. There has been an increase in respondents using the Postgraduate Dissertation Guide (59% in 2007 compared to 48% in 2005) and InfoQuest (53% in 2007 compared to 48% in 2005). There has been a decrease in respondents including SHU Skills Packs (62% in 2007 compared to 75% in 2005) and Writing for University Courses (33% in 2007 compared to 40% in 2005).

**Table 2.10 SHU resources breakdown by course level**

	Level 4 n (%)	Level 5 n (%)	Level 6 n (%)	PG n (%)
	Inc	Inc	Inc	Inc
<b>SHU Skills Pack</b>	19 (97)	9 (41)	11 (44)	13 (48)
<b>Total</b>	24	22	25	27
<b>Key Skills Online</b>	20 (77)	13 (57)	15 (56)	26 (77)
<b>Total</b>	26	23	27	34
<b>InfoQuest</b>	12 (57)	8 (44)	13 (54)	13 (50)
<b>Total</b>	21	18	24	26
<b>Oral Presentation Package</b>	4 (24)	4 (24)	7 (32)	8 (33)
<b>Total</b>	17	17	22	24
<b>Writing for University Courses</b>	6 (32)	2 (12)	6 (27)	6 (26)
<b>Total</b>	19	17	22	23
<b>Postgraduate Dissertation Guide</b>	1 (11)	1 (11)	3 (20)	28 (80)
<b>Total</b>	9	9	15	35

There is variation across course levels relating to the use of SHU skill resources by respondents in their courses. 97% of respondents SHU Skill Packs at level 4 compared to 41% - 48% at level 5, 6 and postgraduate. In 2005, 87% of respondents used SHU Skill Packs at level 4 compared to 53% to 69% at level 5, 6 and postgraduate. 12% of respondents used Writing for University Courses at level 5 compared to 24% in 2005. There has been an increase in the number of respondents using the Postgraduate Dissertation Guide at postgraduate level since 2005 (80% in 2007 compared to 72% in 2005).

Respondents were given the opportunity to give other examples of the resources that are used in courses (Table 2.11).

**Table 2.11 Examples of resources used**

<p>Staff in Adsetts Centre  Staff and visiting lecturers, custom designed information packs - external sources  Skills lecturers  Blackboard &amp; distance learning packs  A range of subject-specific materials, and an online progress file system  Module handbook-information on presentation of law essays: guide to legal resources and law library.  On Blackboard-specific journals designed to stimulate discussions and advance knowledge</p>
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**Table 2.12 SHU resources breakdown by faculty**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
	Inc	Inc	Inc	Inc
<b>SHU skills pack</b>	11 (69)	9 (53)	7 (44)	9 (100)
<b>Total</b>	16	17	16	9
<b>Key skills online</b>	11 (69)	14 (67)	14 (74)	12 (100)
<b>Total</b>	16	21	19	12
<b>InfoQuest</b>	5 (42)	11 (65)	9 (53)	4 (44)
<b>Total</b>	12	17	17	9
<b>Oral Presentation package</b>	1 (10)	7 (44)	7 (44)	2 (33)
<b>Total</b>	10	16	16	6
<b>Writing for University Courses</b>	5 (39)	2 (15)	7 (41)	2 (33)
<b>Total</b>	13	13	17	6
<b>Postgraduate Dissertation Guide</b>	5 (63)	9 (56)	8 (47)	8 (80)
<b>Total</b>	8	16	17	10

All of the respondents from Organisation and Management include SHU Skill Packs and Key Skills Online, this shows an increase from 2005 where 77% used SHU Skill Packs and 73% used Key Skills Online. 10% of respondents from ACES use Oral Presentation Package (33% in 2005), compared to 44% in Development and Society (32% in 2005), 44% in Health and Wellbeing (54% in 2005) and 33% in Organisation and Management (36% in 2005). 80% of respondents in Organisation and Management USE the Postgraduate Dissertation Guide (45% in 2005), 63% in ACES (43% in 2005), 56% in Development and Society (43% in 2005) and 47% in Health and Wellbeing (64% in 2005).

### 3. Work-related learning

Table 3.1 show the total number of respondents that indicated that they include and assess work-related learning at some level. Over two thirds of respondents include projects involving outside organisations (69% compared to 60% in 2005 and 37% in 2004), work-based learning (60% compared to 56% in 2005 and 37% in 2004), explicit preparation for work-related learning (67% compared to 78% in 2005 and 54% in 2004) and provide tutor or workplace supervisor support (63% compared to 69% in 2005 and 47% in 2004).

**Table 3.1 Work-related learning**

	<b>Course level all n (%)</b>	<b>Assessed all n (%)</b>
<b>Sandwich placement</b>	16 (25)	12 (25)
<b>Total</b>	63	49
<b>Short placement</b>	9 (15)	7 (15)
<b>Total</b>	62	46
<b>Professional practice</b>	41 (57)	36 (57)
<b>Total</b>	72	63
<b>Work shadowing/visits</b>	24 (37)	11 (23)
<b>Total</b>	65	47
<b>Projects involving outside organisations</b>	50 (69)	45 (68)
<b>Total</b>	72	66
<b>Work-based learning</b>	42 (60)	37 (57)
<b>Total</b>	70	65
<b>Credit for learning from part-time paid work</b>	4 (7)	4 (9)
<b>Total</b>	60	46
<b>Credit for learning from voluntary work</b>	7 (12)	7 (16)
<b>Total</b>	60	44
<b>Explicit preparation for work related learning</b>	51 (67)	36 (56)
<b>Total</b>	76	64
<b>Tutor or workplace supervisor support provided</b>	45 (63)	N/A
<b>Total</b>	72	N/A

Fewer respondents include and assess projects involving outside organisations at levels 4, 5 and 6 compared with 2005; a higher proportion of respondents now include and assess this at postgraduate level compared with 2005 (84% include and 83% assess in 2007, 53% include and 46% assess in 2007).



**Table 3.2 Work related learning breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Sandwich placement</b>	0 (0)	0 (0)	15 (16)	10 (44)	4 (15)	3 (15)	1 (3)	0 (0)
<b>Total</b>	18	14	29	23	26	20	29	20
<b>Short placement</b>	1 (6)	1 (7)	4 (17)	4 (24)	3 (11)	2 (9)	3 (9)	2 (9)
<b>Total</b>	18	15	23	17	27	22	32	23
<b>Professional practice</b>	6 (29)	7 (33)	11 (42)	10 (42)	19 (61)	18 (64)	21 (57)	18 (56)
<b>Total</b>	21	21	26	24	31	28	37	32
<b>Work shadowing/visits</b>	8 (36)	2 (12)	7 (30)	2 (12)	8 (31)	3 (14)	11 (32)	5 (21)
<b>Total</b>	22	17	23	17	26	21	34	24
<b>Projects involving outside organisations</b>	3 (16)	2 (12)	10 (39)	6 (30)	17 (53)	15 (54)	31 (84)	29 (83)
<b>Total</b>	19	17	26	20	32	28	37	35
<b>Work-based learning</b>	7 (33)	4 (20)	7 (32)	5 (25)	15 (56)	14 (54)	22 (58)	22 (63)
<b>Total</b>	21	20	22	20	27	26	38	35
<b>Credit for learning from part-time paid work</b>	1 (5)	1 (6)	1 (4)	1 (6)	1 (4)	1 (5)	3 (9)	3 (13)
<b>Total</b>	19	16	23	17	24	20	32	23
<b>Credit for learning from voluntary work</b>	1 (5)	1 (7)	2 (9)	2 (13)	4 (15)	4 (20)	3 (10)	3 (14)
<b>Total</b>	19	14	23	15	26	20	31	22
<b>Explicit preparation for work related learning</b>	8 (38)	6 (35)	23 (74)	15 (60)	13 (52)	11 (52)	24 (62)	16 (49)
<b>Total</b>	21	17	31	25	25	21	39	33
<b>Tutor or workplace supervisor support provided</b>	5 (28)	N/A	21 (68)	N/A	13 (54)	N/A	19 (54)	N/A
<b>Total</b>	18	N/A	21	N/A	24	N/A	35	N/A

A notably higher proportion of respondents in the Faculty of Health and Wellbeing reported that professional practice is included in courses compared with other faculties (82% compared to 69% in 2005 and 77% in 2004). A higher proportion of respondents in ACES reported that short placements are assessed in courses compared with other faculties (33% compared to 0% in 2005).

**Table 3.3 Work related learning breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Sandwich placement</b>	7 (44)	6 (43)	3 (15)	2 (14)	0 (0)	0 (0)	6 (43)	4 (33)
<b>Total</b>	16	14	20	14	13	9	14	12
<b>Short placement</b>	3 (27)	3 (33)	4 (16)	2 (11)	1 (8)	1 (10)	1 (8)	1 (11)
<b>Total</b>	11	9	25	18	13	10	13	9
<b>Professional practice</b>	7 (50)	7 (50)	16 (59)	13 (57)	14 (82)	13 (87)	4 (29)	3 (27)
<b>Total</b>	14	14	27	23	17	15	14	11
<b>Work shadowing/visits</b>	6 (43)	2 (20)	9 (38)	3 (19)	6 (43)	5 (42)	3 (23)	1 (11)
<b>Total</b>	14	10	24	16	14	12	13	9
<b>Projects involving outside organisations</b>	17 (100)	15 (88)	11 (46)	9 (45)	13 (72)	11 (69)	9 (69)	10 (77)
<b>Total</b>	17	17	24	20	18	16	13	13
<b>Work-based learning</b>	9 (64)	7 (54)	13 (52)	11 (46)	15 (83)	15 (88)	5 (39)	4 (36)
<b>Total</b>	14	13	25	24	18	17	13	11
<b>Credit for learning from part-time paid work</b>	1 (8)	1 (11)	2 (10)	2 (12)	0 (0)	0 (0)	1 (8)	1 (11)
<b>Total</b>	12	9	21	17	14	11	13	9
<b>Credit for learning from voluntary work</b>	1 (9)	1 (14)	4 (19)	4 (25)	0 (0)	0 (0)	2 (12)	2 (20)
<b>Total</b>	11	7	21	16	14	11	14	10
<b>Explicit preparation for work related learning</b>	10 (59)	6 (46)	16 (62)	12 (52)	16 (89)	11 (73)	9 (60)	7 (54)
<b>Total</b>	17	13	26	23	18	15	15	13
<b>Tutor or workplace supervisor support provided</b>	8 (47)	NA	16 (62)	NA	14 (88)	NA	7 (54)	NA
<b>Total</b>	17		26		16		13	

A higher proportion of respondents in the Faculty of Health and Wellbeing reported that professional practice is included (82%) and assessed (87%) compared with other faculties. This is higher than in 2004 where 77% assessed professional practice and 2005 where 69% assessed and 80% included professional practice.

#### 4. Extra curricular activities

Respondents were asked whether they make use of learning from extra curricular activities. The results from table 4.1 show that 66% of respondents include learning from part-time work (54% in 2005; 43% in 2004) and 38% assess learning from part-time work. Almost three quarters (72%) of respondents include learning from full-time work, much higher than 2005 and 2004 (58% and 22% respectively) and 44% assess learning from full-time work. Almost half of the respondents include learning from voluntary work and just over a third assess learning from voluntary work.

**Table 4.1 Extra curricular activities**

	Course level all n (%)	Assessed all n (%)
<b>Learning from part-time work</b>	45 (66)	21 (38)
<b>Total</b>	68	56
<b>Learning from full-time work</b>	51 (72)	27 (44)
<b>Total</b>	71	61
<b>Learning from voluntary work</b>	29 (47)	16 (33)
<b>Total n</b>	62	49

**Table 4.2 Extra curricular activities breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Learning from part-time work</b>	7 (33)	2 (13)	10 (40)	4 (22)	16 (55)	7 (33)	28 (76)	13 (39)
<b>Total</b>	21	15	25	18	29	21	37	33
<b>Learning from full-time work</b>	6 (29)	2 (13)	10 (39)	5 (25)	17 (59)	9 (39)	31 (80)	16 (46)
<b>Total</b>	21	16	26	20	29	23	39	35
<b>Learning from voluntary work</b>	4 (22)	2 (14)	5 (23)	2 (13)	10 (42)	4 (21)	19 (54)	11 (38)
<b>Total</b>	18	14	22	15	24	19	35	29

A higher number of respondents stated they included and assess learning from part-time, full-time and voluntary work at postgraduate level compared with other course levels (Table 4.2). This is similar to the 2004 and 2005 survey data.

**Table 4.3 Examples of extra curricular course activities**

(None)
Have to be in clinical practice to access modules
Criminology society visits
Vendor specific certification training

**Table 4.4 Extra curricular activities breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Learning from part-time work</b>	10 (63)	4 (33)	15 (58)	6 (29)	8 (62)	7 (70)	12 (92)	4 (31)
<b>Total</b>	16	12	26	21	13	10	13	13
<b>Learning from full-time work</b>	11 (69)	5 (39)	17 (65)	7 (32)	11 (69)	10 (77)	12 (92)	5 (39)
<b>Total</b>	16	13	26	22	16	13	13	13
<b>Learning from voluntary work</b>	6 (43)	4 (33)	10 (44)	5 (28)	4 (29)	3 (38)	9 (82)	4 (36)
<b>Total</b>	14	12	23	18	14	8	11	11

Respondents in ACES now include and assess learning from part-time work compared with 2005 where no respondents included or assessed this. Somewhat fewer respondents in Development and Society now assess this compared with 2005 (32% in 2007, 59% in 2005). More respondents in Health and Wellbeing assess this than in 2005 (70% in 2007, 39% in 2005) and more respondents in Organisation and Management include this than in 2005 (92% in 2007, 56% in 2005).

Notably higher proportions of respondents include learning from full-time work compared with 2005 in ACES (69% in 2007, 33% in 2005) and Organisation and Management (92% in 2007, 52% in 2005).

Respondents in ACES now include and assess learning from voluntary work compared with no respondents in 2005. A somewhat higher proportion of respondents in Organisation and Management now include this compared with 2005 (82% in 2007, 48% in 2005).

## 5. Activities - External World

Respondents were asked whether they make use of activities similar to those to be found in the external world. Table 5.1 shows that almost all of the respondents include and assess reports and presentations. 90% of respondents include case studies; 83% assess case studies. A notably smaller amount of respondents include and assess business games (22% and 20% respectively). Please note that this was not included in the 2005 and 2004 surveys.

**Table 5.1 External world activities**

	<b>Course level all n (%)</b>	<b>Assessed all n (%)</b>
<b>Reports</b>	71 (91)	68 (90)
<b>Total</b>	78	76
<b>Presentations</b>	73 (95)	70 (93)
<b>Total</b>	77	75
<b>Case Studies</b>	69 (90)	63 (83)
<b>Total</b>	77	76
<b>Business Games</b>	14 (22)	11 (20)
<b>Total</b>	63	56

The proportion of respondents who reported that they include and assess reports and presentations is similar across all course levels. A higher proportion of respondents include and assess case studies at postgraduate level.

**Table 5.2 External world activities breakdown by course level**

	<b>Level 4 n (%)</b>		<b>Level 5 n (%)</b>		<b>Level 6 n (%)</b>		<b>PG n (%)</b>	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Reports</b>	21 (84)	21 (84)	28 (88)	28 (90)	29 (88)	28 (88)	37 (97)	34 (90)
<b>Total</b>	25	25	32	31	33	32	38	38
<b>Presentations</b>	24 (89)	23 (92)	30 (97)	27 (93)	30 (86)	31 (87)	35 (92)	33 (92)
<b>Total</b>	27	25	31	29	35	35	38	36
<b>Case Studies</b>	15 (63)	13 (57)	22 (76)	20 (69)	27 (79)	24 (71)	39 (98)	37 (95)
<b>Total</b>	24	23	29	29	34	34	40	39
<b>Business Games</b>	2 (11)	1 (6)	5 (24)	3 (16)	6 (25)	5 (21)	6 (18)	5 (17)
<b>Total</b>	18	16	21	19	24	24	33	29

**Table 5.3 Examples of external world activities**

Print & broadcast journalism assignments
Team working
Developing a mental health promotion tool for use in the community
Professional counsellors engage in regular supervision (prof. Body requirement). Supervision is an assessed part of the course. The assignment is an analysis of audio-taped practice

**Table 5.4 External world activities breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Reports</b>	18 (100)	17 (94)	23 (85)	22 (88)	16 (84)	15 (79)	14 (100)	14 (100)
<b>Total</b>	18	18	27	25	19	19	14	14
<b>Presentations</b>	16 (89)	16 (94)	24 (96)	22 (85)	19 (95)	18 (100)	14 (100)	14 (100)
<b>Total</b>	18	17	25	26	20	18	14	14
<b>Case Studies</b>	15 (83)	13 (72)	20 (80)	17 (68)	20 (100)	19 (100)	14 (100)	14 (100)
<b>Total</b>	18	18	25	25	20	19	14	14
<b>Business Games</b>	3 (21)	3 (27)	2 (10)	1 (6)	3 (20)	2 (14)	6 (46)	5 (39)
<b>Total</b>	14	11	21	18	15	14	13	13

A higher proportion of respondents within the Faculty of Organisation and Management include and assess activities similar to those to be found in the external world compared with other faculties.

## 6. Enterprise Skills

There is a large variation between the enterprise skills that are included and assessed in courses. The majority (84%) of courses include creativity (79% in 2005 and 59% in 2004) whereas 26% include setting up your own business.

**Table 6.1 Enterprise skills**

	Course level all n (%)	Assessed all n (%)
<b>Risk taking</b>	27 (42)	20 (36)
<b>Total</b>	64	56
<b>Creativity</b>	62 (84)	54 (76)
<b>Total</b>	74	71
<b>Innovation</b>	54 (76)	45 (66)
<b>Total</b>	71	68
<b>Leadership</b>	45 (64)	30 (49)
<b>Total</b>	70	61
<b>Adaptability/flexibility</b>	59 (80)	42 (59)
<b>Total</b>	74	71
<b>Setting up your own business</b>	16 (26)	12 (22)
<b>Total</b>	61	54

Creativity was reported to be included and assessed in courses by a fairly similar proportion of respondents across all course levels, similar 2005 and 2004. However a higher proportion of respondents reported that risk taking is included and assessed at level 6 compared with other levels.

**Table 6.2 Enterprise breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Risk taking</b>	7 (33)	6 (33)	8 (35)	6 (30)	16 (55)	12 (46)	12 (38)	8 (29)
<b>Total</b>	21	18	23	20	29	26	32	28
<b>Creativity</b>	17 (71)	14 (61)	20 (77)	17 (65)	26 (84)	24 (77)	33 (89)	29 (81)
<b>Total</b>	24	23	26	26	31	31	37	36
<b>Innovation</b>	7 (37)	5 (29)	13 (62)	10 (48)	22 (79)	20 (71)	32 (82)	26 (70)
<b>Total</b>	19	17	21	21	28	28	39	37
<b>Leadership</b>	6 (29)	4 (20)	11 (48)	6 (27)	19 (61)	12 (43)	23 (66)	17 (57)
<b>Total</b>	21	20	23	22	31	28	35	30
<b>Adaptability/flexibility</b>	17 (71)	10 (42)	20 (74)	12 (44)	25 (78)	19 (61)	32 (84)	25 (68)
<b>Total</b>	24	24	27	27	32	31	38	37
<b>Setting up your own business</b>	2 (11)	2 (12)	6 (29)	6 (32)	9 (35)	5 (21)	3 (10)	2 (8)
<b>Total</b>	19	17	21	19	26	24	29	25

**Table 6.3 Examples of enterprise skills**

Team "design" projects (or design/make)
Self reflection, critical incidence analysis, clinical case reports & discussions, group working, poster preparation in groups, project/dissertation dev & production, clinical team work & developing autonomy to perform clinical actions
Classroom practice of skills (including decision-making and problem-solving) and self-disclosure. Experiential activities. Case discussions. Presentations. Residential personal development
Assessing some application requirements and then leading a team to deliver an innovative solution

**Table 6.4 Enterprise skills breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Risk taking</b>	9 (60)	7 (50)	7 (33)	4 (24)	6 (38)	4 (31)	5 (42)	5 (42)
<b>Total</b>	15	14	21	17	16	13	12	12
<b>Creativity</b>	16 (89)	15 (83)	20 (77)	18 (75)	14 (82)	13 (81)	12 (92)	8 (62)
<b>Total</b>	18	18	26	24	17	16	13	13
<b>Innovation</b>	15 (94)	14 (88)	16 (67)	12 (57)	13 (72)	13 (72)	10 (77)	6 (46)
<b>Total</b>	16	16	24	21	18	18	13	13
<b>Leadership</b>	7 (44)	3 (20)	14 (58)	10 (53)	13 (72)	11 (73)	11 (92)	6 (50)
<b>Total</b>	16	15	24	19	18	15	12	12
<b>Adaptability/flexibility</b>	13 (72)	10 (56)	21 (81)	14 (61)	13 (77)	12 (46)	12 (92)	6 (46)
<b>Total</b>	18	18	26	23	17	17	13	13
<b>Setting up your own business</b>	6 (40)	5 (39)	5 (26)	4 (25)	2 (13)	0 (0)	3 (25)	3 (25)
<b>Total</b>	15	13	19	16	15	13	12	12

A higher proportion of respondents within the faculty ACES stated that risk taking is included (60%) and assessed (50%) in courses compared with the other faculties (Table 6.4). This has increased since 2005 where 14% included risk taking and 25% assessed risk taking within ACES faculty. A higher proportion of respondents within the faculty ACES stated preparation for setting up your own business is included (40%) and assessed (39%) in courses compared with the other faculties. Again, this has shown an increased since 2005 where 14% included setting up your own business and 20% assessed setting up your own business.



## 7. Reflection on learning between contexts

Students using similar knowledge and skills in different contexts is included in 88% of courses and assessed in 74% of courses. This is compared to 92% included and 74% assessed in 2005. Students explicitly reflecting on what is effective in different contexts is included in 81% of courses and assessed in 77% of courses. This is compared to 82% included and 77% assessed in 2005.

**Table 7.1 Reflection on learning between contexts**

	Course level all n (%)	Assessed all n (%)
<b>Students use similar knowledge and skills in different contexts</b>	66 (88)	52 (74)
<b>Total</b>	75	70
<b>Students explicitly reflect on what is effective in different contexts</b>	59 (81)	54 (77)
<b>Total</b>	73	70

A fairly similar proportion of respondents across all course levels reported that students use similar knowledge and skills in different contexts. A lower proportion of respondents (57%) reported that students explicitly reflect on what is effective in different contexts at level 4. This is similar to the 2005 and 2005 where 39% and 32% respectively included this.

**Table 7.2 Reflection on learning between contexts breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Students use similar knowledge and skills in different contexts</b>	20 (87)	11 (50)	24 (83)	18 (67)	30 (91)	24 (77)	36 (90)	29 (76)
<b>Total</b>	23	22	29	27	33	31	40	38
<b>Students explicitly reflect on what is effective in different contexts</b>	12 (57)	10 (50)	19 (73)	15 (63)	27 (84)	24 (77)	33 (83)	31 (82)
<b>Total</b>	21	20	26	24	32	31	40	38

**Table 7.3 Reflection on learning between contexts breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Students use similar knowledge and skills in different contexts</b>	11 (79)	7 (71)	23 (85)	17 (71)	18 (90)	15 (79)	14 (100)	13 (93)
<b>Total</b>	14	13	27	24	20	19	14	14
<b>Students explicitly reflect on what is effective in different contexts</b>	10 (71)	8 (62)	21 (81)	19 (79)	16 (80)	15 (79)	12 (92)	12 (86)
<b>Total</b>	14	13	26	24	20	19	13	14

## 8. Career management

There is a variation between career management skills that are included and assessed in courses. The majority (86%) of courses include self awareness which is similar to the data from 2005 (80%) and 2004 (83%). Just over half (53%) included preparation for transition after the course compared to 60% in 2005 and 56% in 2004. Almost three quarters (72%) of courses assess self awareness (65% in 2005) whereas just 21% assess awareness of opportunities (20% in 2005).

**Table 8.1 Career management**

	Course level all n (%)	Assessed all n (%)
<b>Self awareness</b>	65 (86)	48 (72)
<b>Total</b>	76	67
<b>Awareness of opportunities</b>	50 (69)	13 (21)
<b>Total</b>	73	61
<b>Career/lifestyle decision making</b>	46 (65)	17 (28)
<b>Total</b>	71	61
<b>Preparation for transition after the course</b>	38 (53)	19 (30)
<b>Total</b>	72	63

Career management skills were reported to be included in courses by a fairly similar proportion of respondents across all levels apart from postgraduate courses. This pattern is similar to the 2004 and 2005 findings. However, a higher proportion of respondents (77%) reported that awareness opportunities are included compared with 43% at level 4.

**Table 8.2 Career management breakdown by course level**

	Level 4 N (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Self awareness</b>	23 (92)	17 (71)	26 (93)	17 (63)	29 (91)	25 (83)	30 (73)	21 (64)
<b>Total</b>	25	24	28	27	32	30	41	33
<b>Awareness of opportunities</b>	9 (43)	1 (6)	18 (69)	2 (9)	23 (77)	3 (12)	25 (64)	10 (30)
<b>Total</b>	21	18	26	23	30	25	39	33
<b>Career/lifestyle decision making</b>	12 (55)	2 (11)	19 (68)	4 (17)	21 (70)	3 (12)	23 (62)	13 (39)
<b>Total</b>	22	19	28	24	30	25	37	33
<b>Preparation for transition after the course</b>	7 (35)	3 (17)	14 (52)	6 (25)	18 (60)	5 (19)	17 (46)	10 (32)
<b>Total</b>	20	18	27	24	30	26	37	31

Respondents were given the opportunity to give examples of the career management provision in courses (Table 8.3).

**Table 8.3 Examples of career management**

Information available via central teams
End of year programme report and programme management committee
Information made available via central teams
By word of mouth / directly from students

**Table 8.4 Career management breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Self awareness</b>	15 (94)	11 (73)	23 (89)	17 (81)	17 (85)	13 (72)	10 (71)	7 (54)
<b>Total</b>	16	15	26	21	20	18	14	13
<b>Awareness of opportunities</b>	11 (69)	3 (21)	15 (65)	3 (19)	15 (75)	5 (28)	9 (64)	2 (15)
<b>Total</b>	16	14	23	16	20	18	14	13
<b>Career/lifestyle decision making</b>	10 (63)	4 (29)	13 (59)	3 (19)	15 (79)	6 (33)	8 (57)	4 (31)
<b>Total</b>	16	14	22	16	19	18	14	13
<b>Preparation for transition after the course</b>	9 (53)	7 (44)	10 (46)	5 (29)	13 (68)	5 (29)	9 (43)	2 (15)
<b>Total</b>	17	16	22	17	19	17	14	13

A higher proportion of respondents within the Faculty of Health and Wellbeing (79%) stated that career / lifestyle decision making is included on courses (81% in 2005; 59% in 2004). In addition, a higher proportion of respondents from ACES assessed preparation for transition after the course compared to other faculties.

## 9. Contact with employers/external agencies

Just over three quarters (77%) of respondents have contact with employers or external agencies through advice / information compared with 73% in 2005 and 48% in 2004. Almost two thirds (59%) of respondents assess work related learning, this is similar to 2005 (58%).

**Table 9.1 Contact with employers / external agencies**

	Course level all n (%)	Assessed all n (%)
<b>They provide advice/information</b>	53 (77)	N/A
<b>Total</b>	69	N/A
<b>Active involvement in course planning</b>	40 (60)	N/A
<b>Total</b>	67	N/A
<b>Involvement in course delivery</b>	44 (64)	24 (49)
<b>Total</b>	69	49
<b>Providing work related learning</b>	48 (68)	31 (59)
<b>Total</b>	71	53

More advice / information with employers / external agencies is included at postgraduate level (84%) compared with other levels. This is higher than the findings from the 2005 survey (64%) and the 2004 survey (57%).

**Table 9.2 Career management breakdown by course level**

	Level 4 N (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>They provide advice/information</b>	11 (58)	N/A	15 (60)	N/A	22 (82)	N/A	32 (84)	N/A
<b>Total</b>	19	N/A	25	N/A	27	N/A	38	N/A
<b>Active involvement in course planning</b>	7 (44)	N/A	9 (43)	N/A	17 (74)	N/A	25 (63)	N/A
<b>Total</b>	16	N/A	21	N/A	23	N/A	40	N/A
<b>Involvement in course delivery</b>	8 (44)	3 (20)	11 (48)	4 (21)	17 (68)	8 (38)	26 (68)	17 (61)
<b>Total</b>	18	15	23	19	25	21	38	28
<b>Providing work related learning</b>	9 (53)	6 (40)	14 (64)	9 (43)	22 (76)	11 (50)	24 (63)	18 (62)
<b>Total</b>	17	15	22	21	29	22	38	29

Respondents were given the opportunity to give examples of involvement with employers / external agencies (Table 9.3).

**Table 9.3 Examples of involvement with employers / external agencies**

Talks about live projects
Employers expected to provide study leave and facilitate evaluative study
Theatre companies, recording studios, dance studios etc.
Invited as guest speakers through short visits

**Table 9.4 Contact with employers / external agencies by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>They provide advice/information</b>	9 (60)	N/A	18 (78)	N/A	17 (100)	N/A	9 (64)	N/A
<b>Total</b>	15	N/A	23	N/A	17	N/A	14	N/A
<b>Active involvement in course planning</b>	5 (42)	N/A	14 (61)	N/A	18 (95)	N/A	3 (23)	N/A
<b>Total</b>	12	N/A	23	N/A	19	N/A	13	N/A
<b>Involvement in course delivery</b>	8 (57)	2 (20)	13 (57)	10 (63)	14 (78)	8 (67)	9 (64)	4 (36)
<b>Total</b>	14	10	23	16	18	12	14	11
<b>Providing work related learning</b>	5 (36)	2 (20)	17 (71)	12 (71)	15 (79)	11 (79)	11 (79)	6 (50)
<b>Total</b>	14	10	24	17	19	14	14	12

Respondents within the Faculty of Organisation and Management have less active involvement with course planning than other faculties. This is similar to the findings from the previous surveys. Also, the respondents from the faculty of ACES are less active in involving employers or external agencies providing work-related learning compared with other faculties (36% in 2007 compared to 44% in 2005).

## 10 Personal Development Planning

Respondents were asked where Personal Development Planning is integrated within courses. A higher proportion fully integrated PDP (40%) compared to 2004 where 32% fully integrated PDP. Almost two thirds (59%) integrated PDP into some modules (21% in 2004).

**Table 10.1 Personal development planning**

	<b>Course level all n (%)</b>
<b>Fully integrated i.e. in all modules</b>	21 (40)
<b>Total</b>	53
<b>Integrated into some modules</b>	29 (59)
<b>Total</b>	49
<b>In one module only</b>	13 (33)
<b>Total</b>	39
<b>Links are made to Continuing Professional Development</b>	25 (57)
<b>Total</b>	44
<b>PDP is not integrated into the course but is made available to students</b>	18 (43)
<b>Total</b>	42
<b>Paper based PDP resources</b>	40 (68)
<b>Total</b>	59
<b>Generic e-PDP on blackboard</b>	27 (59)
<b>Total</b>	46
<b>E-PDP on blackboard adapted to the course</b>	16 (36)
<b>Total</b>	45
<b>Customised website</b>	12 (31)
<b>Total</b>	39
<b>CD Rom</b>	3 (9)
<b>Total</b>	35

A higher proportion of respondents reported that Personal Development Planning is fully integrated at level 6 and postgraduate level compared with level 4 and 5. This is similar to the 2005 survey findings. A similar proportion of respondents integrated PDP in some modules, apart from postgraduate level where just over half (52%) integrated PDP into some modules.

**Table 10.2 Personal development planning breakdown by course level**

	<b>Level 4 n (%)</b>	<b>Level 5 n (%)</b>	<b>Level 6 n (%)</b>	<b>PG n (%)</b>
	Inc	Inc	Inc	Inc
<b>Fully integrated i.e. in all modules</b>	5 (28)	5 (26)	12 (52)	11 (41)
<b>Total</b>	18	19	23	27
<b>Integrated into some modules</b>	14 (70)	14 (74)	15 (68)	12 (52)
<b>Total</b>	20	19	22	23
<b>In one module only</b>	7 (54)	3 (27)	5 (31)	8 (38)
<b>Total</b>	13	11	16	21
<b>Links are made to Continuing Professional Development</b>	9 (60)	9 (56)	13 (65)	13 (59)
<b>Total</b>	15	16	20	22
<b>PDP is not integrated into the course but is made available to students</b>	4 (31)	5 (33)	5 (28)	11 (50)
<b>Total</b>	13	15	18	22
<b>Paper based PDP resources</b>	19 (86)	18 (72)	21 (75)	16 (59)
<b>Total</b>	22	25	28	27
<b>Generic e-PDP on blackboard</b>	13 (72)	13 (68)	11 (52)	15 (68)
<b>Total</b>	18	19	21	22
<b>E-PDP on blackboard adapted to the course</b>	6 (38)	4 (25)	3 (15)	12 (50)
<b>Total</b>	16	16	20	24
<b>Customised website</b>	5 (33)	4 (27)	6 (33)	4 (21)
<b>Total</b>	15	15	18	19
<b>CD Rom</b>	1 (8)	1 (8)	1 (6)	2 (11)
<b>Total</b>	13	13	18	17

Respondents were given the opportunity to give examples of the materials used to support the PDP process (Table 10.3).

**Table 10.3 Examples of materials used to support the PDP process**

Tda website Blackboard organisation As above, tutorial systems and critique groups Direct students to look at PDP materials
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**Table 10.4 Personal Development Planning by faculty**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
	Inc	Inc	Inc	Inc
<b>Fully integrated i.e. in all modules</b>	3 (30)	7 (37)	10 (67)	1 (11)
<b>Total</b>	10	19	15	9
<b>Integrated into some modules</b>	8 (73)	9 (50)	9 (90)	3 (30)
<b>Total</b>	11	18	10	10
<b>In one module only</b>	0 (0)	5 (33)	3 (30)	5 (63)
<b>Total</b>	6	15	10	8
<b>Links are made to Continuing Professional Development</b>	6 (67)	7 (47)	10 (83)	2 (25)
<b>Total</b>	9	15	12	8
<b>PDP is not integrated into the course but is made available to students</b>	6 (67)	8 (44)	0 (0)	4 (57)
<b>Total</b>	9	18	8	7
<b>Paper based PDP resources</b>	7 (54)	12 (67)	16 (89)	5 (50)
<b>Total</b>	13	18	18	10
<b>Generic e-PDP on blackboard</b>	7 (64)	8 (50)	5 (50)	7 (78)
<b>Total</b>	11	16	10	9
<b>E-PDP on blackboard adapted to the course</b>	1 (13)	6 (38)	5 (46)	4 (40)
<b>Total</b>	8	16	11	10
<b>Customised website</b>	2 (20)	3 (25)	3 (43)	4 (40)
<b>Total</b>	10	12	7	10
<b>CD rom</b>	0 (0)	2 (15)	0 (0)	1 (14)
<b>Total</b>	8	13	7	7

A higher proportion of respondents within the Faculty of Health and Wellbeing used paper-based resources compared with other faculties (89% in 2007, 83% in 2005). Over three quarters (78%) of respondents within Organisation and Management used the generic e-PDP on Blackboard compared with 50% in 2005.



Respondents were asked how PDP is supported on courses. The majority of respondents provide PDP on a one-to-one basis; however, programme managers do not support PDP on a one-to-one basis at all. Overall, peers are used to support PDP in small groups (70%) or seminar groups (45%).

**Table 10.5 Supporting PDP**

	<b>One-to-one n (%)</b>	<b>Small groups n (%)</b>	<b>Seminar groups n (%)</b>
<b>Personal Tutor</b>	39 (80)	23 (47)	19 (39)
<b>Total</b>	49	49	49
<b>Year Tutor</b>	8 (62)	5 (39)	8 (62)
<b>Total</b>	13	13	13
<b>Course / programme leader</b>	36 (75)	17 (35)	20 (42)
<b>Total</b>	48	48	48
<b>Peers</b>	13 (65)	14 (70)	9 (45)
<b>Total</b>	20	20	20
<b>Programme manager</b>	0	1 (25)	0
<b>Total</b>	0	4	0

Respondents were given the opportunity to give examples of how PDP is supported (Table 10.6).

**Table 10.6 Examples of supporting PDP**

<ul style="list-style-type: none"> <li>• Within specific modules</li> <li>• Through blackboard</li> <li>• Some modules</li> <li>• Online progress file and reflective log, filled in and assessed regularly, to which all module team can respond.</li> <li>• Module tutor</li> <li>• Learning sets</li> <li>• In induction , then via (planned) support sessions</li> <li>• I act as both course leader and PDP. tutor</li> <li>• Distance - blackboard sites</li> <li>• Also by project tutor as progress file is linked to project module</li> </ul>
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Respondents were asked how often PDP is supported. Half of the respondents who indicated that PDP is supported by personal tutors as needed, 19% indicate that personal tutors support PDP on a weekly basis. In contrast, half of the respondents indicate that year tutors support PDP once a semester.

**Table 10.7 How often PDP is supported**

	Weekly n (%)	Monthly n (%)	Once a semester n (%)	Yearly n (%)	As needed n (%)	Advertised drop in n (%)
<b>Personal Tutor</b>	8 (19)	8 (19)	9 (21)	1 (2)	21 (50)	0 (0)
<b>Total</b>	42	42	42	42	42	0
<b>Year Tutor</b>	2 (14)	3 (21)	7 (50)	1 (7)	5 (36)	0 (0)
<b>Total</b>	14	14	14	14	14	0
<b>Course / programme leader</b>	8 (18)	2 (5)	13 (30)	2 (5)	25 (57)	1 (2)
<b>Total</b>	44	44	39	39	39	44
<b>Peers</b>	8 (44)	2 (11)	2 (11)	0 (0)	7 (39)	0 (0)
<b>Total</b>	18	18	18	0	18	0
<b>Programme manager</b>	0 (0)	0 (0)	0 (0)	1 (14)	6 (86)	0 (0)
<b>Total</b>	0	0	0	7	7	0

Respondents were given the opportunity to give examples of how PDP is supported (Table 10.8).

**Table 10.8 Examples of how often PDP is supported**

<ul style="list-style-type: none"> <li>• Within some modules</li> <li>• We would like to develop support to enable graduates to set up in practice.</li> <li>• Varies in individuals needs</li> <li>• Project tutor provides help as needed</li> <li>• Placement prep classes (level 5)</li> <li>• PDP is supported weekly by mentor on placement</li> <li>• Log is regularly assessed online, as is related web site portfolio of work. Personal tutors work only for y1 sem 1 as part of one module. In final year there is a dedicated 10 credit module called professional development which provides a focus.</li> <li>• Linked to module assessments, practice learning &amp; preparation for progress file completion</li> <li>• Integral to all aspects of the course</li> <li>• Distance - blackboard sites</li> <li>• Differs at each level</li> <li>• Development documented following each module</li> <li>• As part of module content delivery</li> </ul>
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**Appendix I**

**2005 Data**

### Mode of study

	Full time	Part time	Distance learning	Other	Total
Mode	62 (67)	53 (57)	11 (12)	4 (4)	93

### Level of study

	Level 4	Level 5	Level 6	PG	Total
Number of respondents teaching at level	43 (46)	51 (55)	50 (54)	42 (45)	93

## 1. Planned support in preparing students for autonomy

**Table 1.1a Developing Autonomy**

	Course level all n (%)	Assessed all n (%)
Explicit support	80 (90)	55 (67)
<b>Total</b>	89	82
Setting tasks	81 (95)	71 (95)
<b>Total</b>	85	75

**Table 1.2a Developing Autonomy breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
Explicit Support	31 (80)	20 (57)	44 (92)	25 (61)	43 (90)	30 (75)	30 (77)	19 (51)
<b>Total</b>	39	35	48	41	48	40	39	37
Setting tasks	32 (89)	23 (70)	41 (95)	33 (81)	41 (95)	39 (95)	36 (90)	30 (79)
<b>Total</b>	36	33	43	41	43	41	40	38

**Table 1.3a Developing Autonomy by Faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
Explicit Support	9 (90)	5 (63)	30 (86)	25 (76)	16 (100)	9 (60)	25 (89)	16 (62)
<b>Total</b>	10	8	35	33	16	15	28	26
Setting tasks	10 (100)	6 (100)	31 (91)	29 (91)	16 (100)	14 (100)	24 (96)	22 (96)
<b>Total</b>	10	6	34	32	16	14	25	23

## 2. Skills development

**Table 2.1a Skills development**

	Course level all n (%)	Assessed all n (%)
<b>Critical analysis and judgement</b>	91 (100)	90 (99)
<b>Total</b>	91	91
<b>Summarising and synthesising</b>	87 (96)	83 (93)
<b>Total</b>	91	89
<b>Making and Justifying decisions</b>	89 (98)	86 (96)
<b>Total</b>	91	90
<b>Making arguments supported by evidence</b>	91 (100)	90 (99)
<b>Total</b>	91	91

**Table 2.2a Skills development breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Critical analysis and judgement</b>	23 (56)	18 (47)	45 (94)	44 (96)	48 (100)	47 (100)	40 (98)	39 (95)
<b>Total</b>	41	38	48	46	48	47	41	41
<b>Summarising and synthesising</b>	39 (95)	33 (85)	47 (98)	44 (92)	47 (100)	44 (94)	36 (90)	35 (92)
<b>Total</b>	41	39	48	48	47	46	40	38
<b>Making and Justifying decisions</b>	37 (90)	33 (85)	46 (96)	45 (94)	47 (100)	46 (98)	38 (95)	37 (95)
<b>Total</b>	41	39	48	48	47	47	40	39
<b>Making arguments supported by evidence</b>	36 (88)	34 (87)	48 (98)	47 (98)	47 (100)	45 (100)	40 (100)	39 (98)
<b>Total</b>	41	39	49	48	47	45	40 (100)	40

**Table 2.3a Skills development breakdown by faculty**

	<b>ACES n (%)</b>		<b>D&amp;S n (%)</b>		<b>H&amp;W n (%)</b>		<b>O&amp;M n (%)</b>	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Critical analysis and judgement</b>	10 (100)	10 (100)	36 (100)	35 (97)	17 (100)	17 (100)	28 (100)	28 (100)
<b>Total</b>	10	10	36	36	17	17	28	28
<b>Summarising and synthesising</b>	10 (100)	10 (100)	34 (94)	33 (92)	16 (94)	16 (100)	27 (96)	24 (89)
<b>Total</b>	10	10	36	36	17	16	28	27
<b>Making and Justifying decisions</b>	10 (100)	10 (100)	35 (97)	32 (89)	16 (94)	16 (100)	28 (100)	28 (100)
<b>Total</b>	10	10	36	36	17	16	28	28
<b>Making arguments supported by evidence</b>	10 (100)	10 (100)	36 (100)	35 (97)	17 (100)	17 (100)	28 (100)	28 (100)
<b>Total</b>	10	10	36	36	17	17	28	28

## Professional or key skills

**Table 2.4a Professional or key skills**

	Course level all n (%)	Assessed all n (%)
<b>Communication written</b>	88 (97)	89 (98)
<b>Total</b>	91	91
<b>Communication Verbal/Oral</b>	85 (92)	79 (87)
<b>Total</b>	92	91
<b>Communication Visual</b>	67 (78)	62 (76)
<b>Total</b>	86	82
<b>Information Skills</b>	80 (90)	73 (86)
<b>Total</b>	89	85
<b>IT</b>	75 (83)	64 (74)
<b>Total</b>	90	86
<b>Working with numbers</b>	62 (74)	56 (69)
<b>Total</b>	84	81
<b>Working with others</b>	83 (90)	74 (82)
<b>Total</b>	92	90
<b>Reflection</b>	87 (95)	79 (90)
<b>Total</b>	92	88
<b>Setting goals/action planning</b>	79 (91)	72 (84)
<b>Total</b>	87	86
<b>Solving problems</b>	83 (95)	72 (83)
<b>Total</b>	87	87
<b>Specific professional skills</b>	71 (86)	63 (88)
<b>Total</b>	83	72

**Table 2.5a Professional or key skills breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Communication written</b>	42 (98)	41 (95)	47 (96)	47 (98)	47 (100)	47 (100)	37 (90)	39 (95)
<b>Total</b>	43	43	49	48	47	47	41	41
<b>Communication Verbal/Oral</b>	42 (98)	35 (81)	40 (85)	37 (80)	47 (100)	46 (98)	34 (83)	29 (73)
<b>Total</b>	43	43	47	46	47	47	41	40
<b>Communication Visual</b>	30 (73)	28 (74)	37 (82)	34 (79)	36 (80)	35 (80)	22 (60)	18 (51)
<b>Total</b>	41	38	45	43	45	44	37	35
<b>Information Skills</b>	40 (93)	35 (83)	43 (90)	38 (79)	44 (94)	41 (87)	30 (79)	26 (77)
<b>Total</b>	43	42	48	48	47	47	38	34
<b>IT</b>	40 (93)	39 (95)	42 (88)	37 (80)	38 (84)	31 (78)	26 (68)	18 (50)
<b>Total</b>	43	41	48	46	45	40	38	36
<b>Working with numbers</b>	37 (90)	34 (83)	38 (83)	32 (71)	34 (77)	29 (67)	18 (50)	16 (47)
<b>Total</b>	41	41	46	45	44	43	36	34
<b>Working with others</b>	40 (93)	35 (81)	45 (94)	40 (87)	42 (91)	39 (87)	33 (81)	26 (67)
<b>Total</b>	43	43	48	46	46	45	41	39
<b>Reflection</b>	35 (88)	28 (72)	43 (92)	37 (86)	40 (85)	37 (82)	39 (95)	33 (83)
<b>Total</b>	40	39	47	43	47	45	41	40
<b>Setting goals/action planning</b>	30 (75)	23 (61)	35 (80)	30 (68)	37 (86)	35 (81)	33 (83)	28 (72)
<b>Total</b>	40	38	44	44	43	43	40	39
<b>Solving problems</b>	35 (88)	29 (76)	42 (98)	35 (81)	43 (100)	40 (89)	36 (88)	30 (75)
<b>Total</b>	40	38	43	43	43	45	41	40
<b>Specific professional skills</b>	29 (76)	25 (75)	31 (76)	27 (73)	30 (77)	29 (81)	36 (90)	31 (80)
<b>Total</b>	38	34	41	37	39	36	40	39



**Table 2.6a Professional or key skills breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Communication written</b>	10 (100)	9 (90)	35 (97)	36 (100)	16 (94)	17 (100)	27 (96)	27 (96)
<b>Total</b>	10	10	36	36	17	17	28	28
<b>Communication Verbal/Oral</b>	9 (90)	8 (80)	33 (89)	31 (86)	17 (100)	15 (88)	26 (93)	25 (89)
<b>Total</b>	10	10	37	36	17	17	28	28
<b>Communication Visual</b>	5 (56)	5 (63)	28 (80)	25 (74)	15 (94)	14 (88)	19 (73)	18 (75)
<b>Total</b>	9	8	35	34	16	16	26	24
<b>Information Skills</b>	9 (100)	8 (89)	32 (86)	28 (80)	15 (94)	15	24 (89)	22 (88)
<b>Total</b>	9	9	37	35	16	16 (94)	27	25
<b>IT</b>	7 (78)	5 (56)	31 (84)	30 (83)	15 (88)	12 (80)	22 (82)	17 (65)
<b>Total</b>	9	9	37	36	17	15	27	26
<b>Working with numbers</b>	5 (63)	3 (38)	20 (63)	13 (41)	12 (75)	10 (71)	25 (89)	22 (82)
<b>Total</b>	8	5	32	19	16	14	28	27
<b>Working with others</b>	9 (90)	6 (60)	34 (92)	31 (84)	15 (88)	14 (82)	25 (89)	23 (89)
<b>Total</b>	10	10	37	37	17	17	28	26
<b>Reflection</b>	7 (70)	5 (63)	36 (97)	31 (86)	17 (100)	17 (100)	27 (96)	26 (96)
<b>Total</b>	10	8	37	36	17	17	28	27
<b>Setting goals/action planning</b>	8 (80)	7 (70)	29 (85)	25 (74)	17 (100)	16 (94)	25 (96)	24 (96)
<b>Total</b>	10	10	34	34	17	17	26	25
<b>Solving problems</b>	9 (100)	8 (89)	32 (94)	30 (86)	15 (94)	15 (94)	27 (96)	19 (70)
<b>Total</b>	9	9	34	35	16	16	28	27
<b>Specific professional skills</b>	7 (100)	6 (100)	28 (85)	27 (90)	14 (88)	14 (88)	22 (82)	16 (80)
<b>Total</b>	7	6	33	30	16	16	27	20

**Table 2.7a SHU resources**

	<b>Course level all n (%)</b>
<b>SHU skills pack</b>	56 (75)
<b>Total</b>	75
<b>Key skills online</b>	65 (78)
<b>Total</b>	83
<b>InfoQuest</b>	34 (48)
<b>Total</b>	71
<b>Oral Presentation package</b>	26 (38)
<b>Total</b>	69
<b>Writing for University Courses</b>	27 (40)
<b>Total</b>	68
<b>Postgraduate Dissertation Guide</b>	28 (48)
<b>Total</b>	59

**Table 2.7a SHU resources breakdown by course level**

	<b>Level 4 n (%)</b>	<b>Level 5 n (%)</b>	<b>Level 6 n (%)</b>	<b>PG n (%)</b>
	Inc	Inc	Inc	Inc
<b>SHU skills pack</b>	32 (87)	24 (69)	22 (67)	17 (53)
<b>Total</b>	37	35	33	32
<b>Key skills online</b>	37 (93)	35 (85)	30 (77)	23 (61)
<b>Total</b>	40	41	39	38
<b>InfoQuest</b>	15 (46)	12 (36)	10 (31)	17 (49)
<b>Total</b>	33	33	32	35
<b>Oral Presentation package</b>	12 (36)	10 (29)	9 (27)	8 (26)
<b>Total</b>	33	35	34	31
<b>Writing for University Courses</b>	10 (31)	8 (24)	9 (27)	12 (40)
<b>Total</b>	32	34	34	30
<b>Postgraduate Dissertation Guide</b>	0 (0)	1 (4)	2 (10)	26 (72)
<b>Total</b>	22	24	21	36

**Table 2.8a SHU resources breakdown by faculty**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
	Inc	Inc	Inc	Inc
<b>SHU skills pack</b>	4 (50)	19 (70)	13 (93)	20 (77)
<b>Total</b>	8	27	14	26
<b>Key skills online</b>	8 (89)	23 (72)	15 (94)	19 (73)
<b>Total</b>	9	32	16	26
<b>InfoQuest</b>	2 (25)	15 (54)	10 (71)	7 (33)
<b>Total</b>	8	28	14	21
<b>Oral Presentation package</b>	2 (33)	8 (32)	7 (54)	9 (36)
<b>Total</b>	6	25	13	25
<b>Writing for University Courses</b>	5 (63)	7 (29)	6 (46)	9 (39)
<b>Total</b>	8	24	13	23
<b>Postgraduate Dissertation Guide</b>	3 (43)	9 (43)	7 (64)	9 (45)
<b>Total</b>	7	21	11	20

### 3. Work-related learning

**Table 3.1a Work related learning**

	<b>Course level all n (%)</b>	<b>Assessed all n (%)</b>
<b>Sandwich placement</b>	21 (29)	19 (31)
<b>Total</b>	72	62
<b>Short placement</b>	13 (19)	10 (17)
<b>Total</b>	70	59
<b>Professional practice</b>	42 (57)	35 (55)
<b>Total</b>	74	64
<b>Work shadowing/visits</b>	23 (32)	14 (23)
<b>Total</b>	72	62
<b>Projects involving outside organisations</b>	44 (60)	40 (58)
<b>Total</b>	74	69
<b>Work-based learning</b>	43 (56)	38 (57)
<b>Total</b>	76	67
<b>Credit for learning from part-time paid work</b>	8 (12)	6 (11)
<b>Total</b>	67	56
<b>Credit for learning from voluntary work</b>	10 (15)	9 (16)
<b>Total</b>	58	56
<b>Explicit preparation for work related learning</b>	64 (78)	45 (61)
<b>Total</b>	82	74
<b>Tutor or workplace supervisor support provided</b>	53 (69)	NA
<b>Total</b>	77	NA

**Table 3.2a Work related learning breakdown by level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Sandwich placement</b>	1 (3)	1 (4)	20 (49)	16 (44)	3 (9)	3 (11)	0 (0)	0 (0)
<b>Total</b>	32	27	41	36	34	28	32	28
<b>Short placement</b>	6 (17)	4 (14)	8 (21)	7 (22)	5 (14)	4 (13)	4 (12)	3 (10)
<b>Total</b>	35	29	38	32	37	31	33	29
<b>Professional practice</b>	7 (21)	6 (22)	11 (30)	9 (30)	15 (42)	13 (43)	27 (73)	22 (65)
<b>Total</b>	34	27	37	30	36	30	37	34
<b>Work shadowing/visits</b>	7 (21)	4 (14)	10 (27)	6 (19)	10 (29)	6 (20)	10 (28)	5 (16)
<b>Total</b>	33	28	37	31	35	30	36	32
<b>Projects involving outside organisations</b>	8 (24)	6 (22)	19 (50)	16 (47)	24 (62)	22 (63)	18 (53)	15 (46)
<b>Total</b>	33	27	38	34	39	35	34	33
<b>Work-based learning</b>	6 (19)	6 (22)	16 (44)	13 (43)	14 (37)	13 (41)	23 (61)	20 (57)
<b>Total</b>	32	27	36	30	38	32	38	35
<b>Credit for learning from part-time paid work</b>	2 (6)	2 (8)	4 (11)	4 (14)	6 (17)	5 (19)	1 (3)	0 (0)
<b>Total</b>	33	26	36	29	35	27	32	29
<b>Credit for learning from voluntary work</b>	2 (6)	2 (8)	6 (16)	6 (19)	4 (12)	4 (15)	3 (9)	2 (7)
<b>Total</b>	32	26	38	31	34	27	32	28
<b>Explicit preparation for work related learning</b>	10 (30)	5 (18)	35 (81)	21 (57)	22 (54)	15 (44)	23 (64)	19 (56)
<b>Total</b>	33	28	43	37	41	34	36	34
<b>Tutor or workplace supervisor support provided</b>	6 (21)	NA	33 (79)	NA	14 (40)	NA	18 (56)	NA
<b>Total</b>	29	NA	42	NA	35	NA	32	NA

**Table 3.3a Work related learning breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Sandwich placement</b>	2 (25)	1 (20)	5 (20)	6 (26)	0 (0)	0 (0)	14 (52)	12 (48)
<b>Total</b>	8	5	25	23	12	9	27	25
<b>Short placement</b>	0 (0)	0 (0)	7 (26)	4 (16)	4 (31)	4 (36)	2 (9)	2 (10)
<b>Total</b>	8	3	27	25	13	11	22	20
<b>Professional practice</b>	4 (50)	4 (80)	21 (68)	17 (61)	9 (69)	8 (80)	8 (36)	6 (29)
<b>Total</b>	8	5	31	28	13	10	22	21
<b>Work shadowing/visits</b>	1 (13)	0 (0)	11 (38)	7 (26)	5 (42)	3 (27)	6 (26)	4 (19)
<b>Total</b>	8	3	29	27	12	11	23	21
<b>Projects involving outside organisations</b>	3 (33.3)	4 (67)	17 (59)	14 (50)	8 (62)	7 (54)	16 (70)	15 (68)
<b>Total</b>	9	6	29	28	13	13	23	22
<b>Work-based learning</b>	3 (38)	2 (40)	17 (61)	16 (64)	11 (73)	9 (75)	12 (48)	11 (44)
<b>Total</b>	8	5	28	25	15	12	25	25
<b>Credit for learning from part-time paid work</b>	0 (0)	2 (40)	4 (15)	16 (64)	0 (0)	9 (75)	4 (18)	11 (44)
<b>Total</b>	8	5	26	25	11	12	22	25
<b>Credit for learning from voluntary work</b>	1 (13)	1 (25)	5 (21)	5 (23)	2 (17)	2 (22)	2 (8)	1 (5)
<b>Total</b>	8	4	24	22	12	9	24	21
<b>Explicit preparation for work related learning</b>	2 (25)	1 (20)	24 (77)	22 (73)	14 (93)	7 (58)	24 (86)	15 (58)
<b>Total</b>	8	5	31	30	15	13	28	26
<b>Tutor or workplace supervisor support provided</b>	2 (29)	NA	20 (69)	NA	11 (73)	NA	20 (77)	NA
<b>Total</b>	7		29		15		26	

## 5. Enterprise

**Table 5.1a Enterprise skills**

	<b>Course level all n (%)</b>	<b>Assessed all n (%)</b>
<b>Risk taking</b>	33 (43)	26 (38)
<b>Total</b>	77	69
<b>Creativity</b>	63 (79)	53 (73)
<b>Total</b>	80	73
<b>Innovation</b>	53 (71)	47 (65)
<b>Total</b>	75	72
<b>Leadership</b>	56 (71)	41 (55)
<b>Total</b>	79	75
<b>Adaptability/flexibility</b>	61 (78)	45 (64)
<b>Total</b>	78	70
<b>Setting up your own business</b>	16 (22)	11 (17)
<b>Total</b>	72	65

**Table 5.2a Enterprise skills breakdown by level**

	<b>Level 4 n (%)</b>		<b>Level 5 n (%)</b>		<b>Level 6 n (%)</b>		<b>PG n (%)</b>	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Risk taking</b>	8 (23)	4 (13)	7 (18)	5 (14)	23 (55)	19 (51)	10 (30)	8 (26)
<b>Total</b>	35	32	39	35	42	37	33	31
<b>Creativity</b>	26 (70)	18 (56)	33 (79)	25 (69)	36 (86)	31 (84)	23 (68)	20 (61)
<b>Total</b>	37	32	42	36	42	37	34	33
<b>Innovation</b>	11 (37)	10 (36)	23 (61)	22 (61)	29 (74)	27 (73)	23 (68)	20 (59)
<b>Total</b>	30	28	38	36	39	37	34	34
<b>Leadership</b>	10 (29)	6 (19)	25 (63)	16 (42)	32 (76)	23 (59)	21 (60)	17 (50)
<b>Total</b>	34	31	40	38	42	39	35	34
<b>Adaptability/flexibility</b>	18 (50)	12 (36)	29 (71)	19 (50)	37 (88)	26 (67)	23 (68)	17 (57)
<b>Total</b>	36	33	41	38	42	39	34	30
<b>Setting up your own business</b>	5 (15)	5 (17)	5 (13)	4 (12)	13 (32)	9 (27)	1 (3)	1 (4)
<b>Total</b>	34	29	39	34	41	34	29	28

**Table 5.3a Life planning skills breakdown by faculty**

	<b>ACES n (%)</b>		<b>D&amp;S n (%)</b>		<b>H&amp;W n (%)</b>		<b>O&amp;M n (%)</b>	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Risk taking</b>	1 (14)	1 (25)	13 (46)	8 (30)	7 (50)	7 (50)	12 (43)	10 (42)
<b>Total</b>	6	4	28	27	14	14	28	24
<b>Creativity</b>	5 (56)	4 (67)	25 (86)	21 (75)	9 (64)	9 (64)	24 (86)	19 (76)
<b>Total</b>	9	6	29	28	14	14	28	25
<b>Innovation</b>	4 (50)	4 (67)	20 (71)	17 (61)	11 (79)	10 (71)	18 (72)	16 (67)
<b>Total</b>	8	6	28	28	14	14	25	24
<b>Leadership</b>	2 (29)	1 (17)	17 (59)	12 (44)	12 (80)	9 (60)	25 (89)	19 (70)
<b>Total</b>	7	6	29	27	15	15	28	27
<b>Adaptability/flexibility</b>	4 (50)	2 (33)	23 (82)	17 (65)	12 (86)	11 (85)	22 (79)	15 (60)
<b>Total</b>	8	6	28	26	14	13	28	25
<b>Setting up your own business</b>	1 (14)	1 (20)	5 (19)	3 (12)	1 (8)	1 (8)	9 (35)	6 (26)
<b>Total</b>	7	5	26	25	13	12	26	23



## 6. Extra curricular activities

**Table 6.1a Extra curricular activities**

	Course level all n (%)	Assessed all n (%)
<b>Learning from part-time work</b>	42 (54)	27 (40)
<b>Total</b>	78	68
<b>Learning from full-time work</b>	49 (59)	37 (50)
<b>Total</b>	83	74
<b>Learning from voluntary work</b>	32 (44)	16 (27)
<b>Total</b>	72	60

**Table 6.2a Extra curricular activities breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Learning from part-time work</b>	8 (21)	3 (9)	12 (29)	6 (18)	19 (45)	11 (31)	19 (58)	13 (41)
<b>Total</b>	39	32	42	33	42	35	33	32
<b>Learning from full-time work</b>	5 (14)	3 (10)	12 (30)	10 (31)	18 (46)	13 (39)	28 (70)	20 (53)
<b>Total</b>	37	30	40	32	39	33	40	38
<b>Learning from voluntary work</b>	9 (24)	3 (10)	11 (28)	6 (19)	12 (31)	6 (19)	13 (45)	7 (26)
<b>Total</b>	37	30	39	31	39	32	29	27

**Table 6.3a Extra curricular activities breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Learning from part-time work</b>	0 (0)	0 (0)	18 (60)	12 (44)	9 (64)	5 (39)	15 (56)	10 (42)
<b>Total</b>	7	4	30	27	14	13	27	24
<b>Learning from full-time work</b>	3 (33)	3 (50)	23 (70)	17 (59)	9 (64)	7 (54)	14 (52)	10 (39)
<b>Total</b>	9	6	33	29	14	13	27	26
<b>Learning from voluntary work</b>	0 (0)	0 (0)	14 (50)	9 (38)	6 (50)	3 (27)	12 (48)	4 (19)
<b>Total</b>	7	4	28	24	12	11	25	21

## 7. Reflection on learning between contexts

**Table 7.1a Reflection on learning between contexts**

	Course level all n (%)	Assessed all n (%)
<b>Students use similar knowledge and skills in different contexts</b>	78 (92)	61 (74)
<b>Total</b>	85	83
<b>Students explicitly reflect on what is effective in different contexts</b>	69 (82)	61 (77)
<b>Total</b>	84	79

**Table 7.2a Reflection on learning between contexts breakdown by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Students use similar knowledge and skills in different contexts</b>	28 (72)	14 (37)	40 (91)	29 (69)	44 (98)	34 (79)	33 (85)	29 (74)
<b>Total</b>	39	38	44	42	45	43	39	39
<b>Students explicitly reflect on what is effective in different contexts</b>	14 (39)	11 (32)	24 (57)	23 (62)	30 (68)	26 (70)	35 (90)	31 (80)
<b>Total</b>	36	34	42	37	44	37	39	39

**Table 7.3a Reflection on learning between contexts breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Students use similar knowledge and skills in different contexts</b>	7 (88)	4 (57)	30 (88)	24 (73)	16 (100)	15 (94)	25 (93)	18 (67)
<b>Total</b>	8	7	34	33	16	16	27	27
<b>Students explicitly reflect on what is effective in different contexts</b>	5 (63)	4 (67)	26 (77)	24 (73)	14 (88)	14 (88)	24 (92)	19 (79)
<b>Total</b>	8	6	34	33	16	16	26	24

## 8. Career management

**Table 8.1a Career management**

	Course level all n (%)	Assessed all n (%)
<b>Self awareness</b>	71 (80)	54 (65)
<b>Total</b>	89	83
<b>Awareness of opportunities</b>	60 (70)	15 (20)
<b>Total</b>	86	76
<b>Career/lifestyle decision making</b>	53 (62)	18 (24)
<b>Total</b>	86	75
<b>Preparation for transition after the course</b>	50 (60)	25 (33)
<b>Total</b>	83	76

**Table 8.2a Career management by course level**

	Level 4 n (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Self awareness</b>	30 (83)	20 (56)	38 (86)	24 (59)	33 (81)	26 (72)	28 (68)	22 (58)
<b>Total</b>	36	36	44	41	41	36	41	38
<b>Awareness of opportunities</b>	21 (58)	3 (9)	38 (83)	10 (26)	36 (84)	5 (13)	15 (40)	3 (8)
<b>Total</b>	36	32	46	39	43	38	38	36
<b>Career/lifestyle decision making</b>	13 (37)	2 (6)	32 (70)	9 (24)	23 (58)	5 (14)	16 (41)	8 (22)
<b>Total</b>	35	33	46	38	40	36	39	37
<b>Preparation for transition after the course</b>	14 (38)	6 (19)	33 (75)	12 (32)	20 (54)	7 (19)	9 (25)	5 (14)
<b>Total</b>	37	32	44	38	37	36	36	35

**Table 8.3a Career management by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>Self awareness</b>	7 (70)	5 (56)	30 (88)	28 (82)	15 (88)	12 (80)	19 (68)	9 (36)
<b>Total</b>	10	9	34	34	17	15	28	25
<b>Awareness of opportunities</b>	4 (44)	0 (0)	24 (71)	6 (18)	12 (75)	6 (43)	20 (74)	3 (14)
<b>Total</b>	9	8	34	33	16	14	27	21
<b>Career/lifestyle decision making</b>	4 (44)	2 (33)	20 (61)	5 (16)	13 (81)	7 (47)	16 (57)	4 (18)
<b>Total</b>	9	6	33	32	16	15	28	22
<b>Preparation for transition after the course</b>	4 (44)	1 (13)	21 (64)	10 (31)	11 (79)	7 (50)	14 (52)	7 (32)
<b>Total</b>	9	8	33	32	14	14	27	22

## 9. Contact with employers/external agencies

**Table 9.1a Contact with employers/external agencies**

	Course level all n (%)	Assessed all n (%)
<b>They provide advice/information</b>	62 (73)	NA
<b>Total</b>	85	
<b>Active involvement in course planning</b>	46 (54)	NA
<b>Total</b>	85	
<b>Involvement in course delivery</b>	56 (66)	12 (20)
<b>Total</b>	85	61
<b>Providing work related learning</b>	58 (67)	40 (58)
<b>Total</b>	86	69

**Table 9.2a Contact with employers/external agencies breakdown by level**

	Level 4 N (%)		Level 5 n (%)		Level 6 n (%)		PG n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>They provide advice/information</b>	20 (53)	NA	34 (76)	NA	34 (81)	NA	25 (64)	NA
<b>Total</b>	38		45		42		39	
<b>Active involvement in course planning</b>	22 (55)	NA	26 (57)	NA	23 (59)	NA	19 (49)	NA
<b>Total</b>	40		46		39		39	
<b>Involvement in course delivery</b>	13 (35)	1 (4)	25 (56)	3 (10)	31 (69)	3 (10)	25 (68)	8 (27)
<b>Total</b>	37	26	45	30	45	29	37	30
<b>Providing work related learning</b>	10 (39)	5 (20)	26 (61)	19 (59)	28 (64)	19 (56)	25 (64)	13 (41)
<b>Total</b>	34	25	43	32	44	34	39	32

**Table 9.3a Contact with employers/external agencies breakdown by faculty**

	ACES n (%)		D&S n (%)		H&W n (%)		O&M n (%)	
	Inc	Ass	Inc	Ass	Inc	Ass	Inc	Ass
<b>They provide advice/information</b>	4 (44)	NA	27 (79)	NA	13 (81)	NA	18 (69)	NA
<b>Total</b>	5		34		16		26	
<b>Active involvement in course planning</b>	3 (38)	NA	22 (65)	NA	12 (75)	NA	9 (33)	NA
<b>Total</b>	8		34		16		27	
<b>Involvement in course delivery</b>	3 (38)	0 (0)	25 (76)	5 (21)	14 (88)	5 (42)	14 (50)	2 (9)
<b>Total</b>	8	3	33	24	16	12	28	22
<b>Providing work related learning</b>	4 (44)	1 (25)	24 (69)	13 (48)	11 (69)	10 (71)	19 (73)	16 (67)
<b>Total</b>	9	4	35	27	16	14	26	24

## 10 Personal development planning

**Table 10.1a Personal development planning**

	Course level all n (%)
<b>Paper based PDP resources</b>	45 (73)
<b>Total</b>	62
<b>Generic e-PDP on blackboard</b>	30 (49)
<b>Total</b>	61
<b>E-PDP on blackboard adapted to the course</b>	22 (38)
<b>Total</b>	58
<b>Customised website</b>	5 (10)
<b>Total</b>	49
<b>CD rom</b>	2 (4.3)
<b>Total</b>	44

**Table 10.2a Personal development planning breakdown by level**

	Level 4 n (%)	Level 5 n (%)	Level 6 n (%)	PG n (%)
	Inc	Inc	Inc	Inc
<b>Fully integrated i.e. in all modules</b>	8 (28)	10 (29)	10 (36)	10 (35)
<b>Total</b>	29	34	28	29
<b>Integrated into some modules</b>	12 (48)	20(65)	14 (52)	10 (40)
<b>Total</b>	25	31	27	25
<b>In one module only</b>	12 (48)	9 (38)	6 (30)	5 (23)
<b>Total</b>	25	24	20	22
<b>Links are made to Continuing Professional Development</b>	9 (36)	13 (45)	14 (56)	17 (53)
<b>Total</b>	25	29	25	32
<b>PDP is not integrated into the course but is made available to students</b>	7 (28)	10 (35)	15 (52)	9 (38)
<b>Total</b>	25	29	29	24
<b>Paper based PDP resources</b>	22 (79)	21 (64)	19 (56)	16 (57)
<b>Total</b>	28	33	34	28
<b>Generic e-PDP on blackboard</b>	21 (68)	22 (67)	17 (52)	7 (26)
<b>Total</b>	31	33	33	27
<b>E-PDP on blackboard adapted to the course</b>	12 (46)	12 (40)	7 (26)	8 (29)
<b>Total</b>	26	30	27	28
<b>Customised website</b>	2 (9)	3 (12)	4 (15)	1 (4)
<b>Total</b>	22	25	27	23
<b>CD rom</b>	0 (0)	0 (0)	0 (0)	2 (8)

<b>Total</b>	20	21	22	24
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**Table 10.3a Personal development planning breakdown by faculty**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
	Inc	Inc	Inc	Inc
<b>Fully integrated i.e. in all modules</b>	1 (13)	12 (36)	7 (44)	3 (14)
<b>Total</b>	8	33	16	22
<b>Integrated into some modules</b>	0 (0)	12 (36)	6 (38)	12 (55)
<b>Total</b>	8	33	16	22
<b>In one module only</b>	4 (50)	5 (15)	4 (25)	4 (18)
<b>Total</b>	8	33	16	22
<b>Links are made to Continuing Professional Development</b>	3 (50)	15 (58)	9 (69)	7 (41)
<b>Total</b>	6	26	13	17
<b>PDP is not integrated into the course but is made available to students</b>	3 (50)	10 (30)	0 (0)	11 (48)
<b>Total</b>	6	33	13	23
<b>Paper based PDP resources</b>	1 (33)	19 (73)	10 (83)	15 (71)
<b>Total</b>	3	26	12	21
<b>Generic e-PDP on blackboard</b>	1 (33)	11 (44)	8 (62)	10 (50)
<b>Total</b>	3	25	13	20
<b>E-PDP on blackboard adapted to the course</b>	2 (50)	8 (35)	5 (46)	7 (35)
<b>Total</b>	4	23	11	20
<b>Customised website</b>	1 (33)	1 (5)	0 (0)	3 (17)
<b>Total</b>	3	20	8	18
<b>CD rom</b>	3 (75)	7 (50)	4 (67)	4 (33)
<b>Total</b>	4	14	6	12

**Appendix II**

**2004 Data**



## 1 Developing Autonomy

**Table 1.1b Developing Autonomy**

	Course level n (%)	Assessed n (%)	Total Assessed n
<b>Setting tasks</b>	86 (92)	76 (91)	84

**Table 1.2b Developing Autonomy breakdown by course level**

	Level 4, n (%)	Level 5 n (%)	Level 6 n (%)	PG n (%)
<b>Setting tasks</b>	38 (81)	43 (88)	40 (91)	37 (84)

**Table 1.4 Developing Autonomy by Faculty**

	ACES n (%)	D&S n (%)	H&W n (%)	O&M n (%)
<b>Setting Tasks</b>	22 (88)	31 (94)	15 (88)	18 (95)

## 2. Skills development

**Table 2.1b Skills Development**

	<b>Course level n (%)</b>	<b>Assessed n (%)</b>	<b>Total assessed n</b>
<b>Critical analysis and judgement</b>	91 (97)	88 (99)	89
<b>Summarising and synthesising</b>	90 (96)	87 (99)	88
<b>Making and Justifying decisions</b>	90 (96)	86 (98)	88
<b>Making arguments supported by evidence</b>	91 (97)	87 (99)	88

**Table 2.2b Skills Development breakdown by course level**

	<b>Level 4 n (%)</b>	<b>Level 5 n (%)</b>	<b>Level 6 n (%)</b>	<b>PG n (%)</b>
<b>Critical analysis and judgement</b>	31 (66)	44 (90)	41 (93)	41 (93)
<b>Summarising and synthesising</b>	36 (77)	46 (94)	39 (89)	40 (91)
<b>Making and Justifying decisions</b>	37 (79)	47 (96)	41 (93)	41 (93)
<b>Making arguments supported by evidence</b>	41 (87)	45 (92)	41 (93)	41 (93)

**Table 2.3b Skills development breakdown by faculty**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
<b>Critical analysis and judgement</b>	24 (96)	31 (94)	17 (100)	19 (100)
<b>Summarising and synthesising</b>	25 (100)	31 (94)	17 (100)	17 (90)
<b>Making and Justifying decisions</b>	25 (100)	30 (91)	17 (100)	18 (95)
<b>Making arguments supported by evidence</b>	24 (96)	31 (94)	17 (100)	19 (100)

### 3. Professional or key skills

**Table 3.1b Professional or key skills**

	<b>Course level n (%)</b>	<b>Assessed n (%)</b>	<b>Total Assessed n</b>
<b>Communication written</b>	92 (98)	87 (98)	89
<b>Communication Verbal/Oral</b>	89 (95)	73 (78)	86
<b>Communication Visual</b>	72 (77)	58 (84)	69
<b>Information Skills</b>	85 (90)	73 (91)	80
<b>IT</b>	81 (86)	63 (84)	75
<b>Working with numbers</b>	63 (67)	50 (83)	60
<b>Working with others</b>	88 (94)	66 (78)	85
<b>Reflection</b>	88 (94)	74 (91)	81
<b>Setting goals/action planning</b>	81 (86)	65 (84)	77
<b>Solving problems</b>	87 (93)	75 (94)	80
<b>Specific professional skills</b>	65 (69)	58 (92)	63

**Table 3.2b Other skills**

	<b>Course level n (%)</b>	<b>Assessed n (%)</b>	<b>Total Assessed n</b>
<b>Risk taking</b>	37 (39)	20 (67)	30
<b>Creativity</b>	55 (59)	41 (84)	49
<b>Innovation</b>	55 (59)	41 (84)	49
<b>Leadership</b>	51 (54)	30 (64)	47
<b>Adaptability/Flexibility</b>	60 (64)	27 (53)	51

**Table 3.3b Professional or key skills breakdown by level**

	<b>Level 4 n (%)</b>	<b>Level 5 n (%)</b>	<b>Level 6 n (%)</b>	<b>PG n (%)</b>
<b>Communication written</b>	46 (98)	49 (100)	44 (100)	40 (91)
<b>Communication Verbal/Oral</b>	44 (94)	45 (92)	43 (98)	37 (84)
<b>Communication Visual</b>	32 (68)	32 (65)	33 (75)	30 (68)
<b>Information Skills</b>	42 (89)	41 (84)	36 (82)	36 (82)
<b>IT</b>	41 (87)	40 (82)	36 (82)	34 (77)
<b>Working with numbers</b>	33 (70)	31 (63)	26 (59)	28 (64)
<b>Working with others</b>	44 (94)	44 (90)	41 (93)	38 (86)
<b>Reflection</b>	36 (77)	38 (77)	40 (91)	39 (89)
<b>Setting goals/action planning</b>	34 (72)	40 (82)	37 (84)	35 (80)
<b>Solving problems</b>	40 (85)	43 (88)	39 (89)	40 (91)
<b>Specific professional skills</b>	23 (49)	29 (59)	30 (68)	33 (75)

**Table 3.4b Other skills breakdown by level**

	<b>Level 4 n (%)</b>	<b>Level 5 n (%)</b>	<b>Level 6 n (%)</b>	<b>PG n (%)</b>
<b>Risk taking</b>	11 (23)	14 (29)	19 (43)	18 (42)
<b>Creativity</b>	17 (36)	23 (47)	27 (61)	26 (59)
<b>Innovation</b>	12 (26)	16 (33)	24 (55)	31 (71)
<b>Leadership</b>	8 (17)	15 (31)	22 (50)	26 (59)
<b>Adaptability/flexibility</b>	20 (43)	26 (53)	26 (59)	28 (64)

**Table 3.5b Professional or key skills, by faculties**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
<b>Communication written</b>	24 (96)	32 (97)	17 (100)	19 (100)
<b>Communication Verbal/Oral</b>	24 (96)	30 (91)	17 (100)	18 (95)
<b>Communication Visual</b>	21 (84)	23 (70)	14 (19)	14 (74)
<b>Information Skills</b>	23 (92)	30 (91)	17 (100)	15 (79)
<b>IT</b>	23 (92)	30 (91)	16 (94)	12 (63)
<b>Working with numbers</b>	18 (72)	21 (64)	13 (77)	11 (58)
<b>Working with others</b>	22 (88)	31 (94)	17 (100)	18 (95)
<b>Reflection</b>	23 (92)	29 (88)	17 (100)	19 (100)
<b>Setting goals/action planning</b>	24 (96)	28 (85)	15 (88)	14 (74)
<b>Solving problems</b>	24 (96)	30 (91)	15 (88)	18 (95)
<b>Specific professional skills</b>	19 (76)	26 (79)	13 (76)	7 (37)

**Table 3.6b other skills by faculty**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
<b>Risk taking</b>	11 (44)	15 (45)	9 (53)	2 (11)
<b>Creativity</b>	15 (60)	20 (61)	13 (76)	7 (37)
<b>Innovation</b>	18 (72)	18 (55)	13 (76)	6 (32)
<b>Leadership</b>	14 (56)	18 (55)	12 (71)	7 (37)
<b>Adaptability/flexibility</b>	15 (60)	21 (64)	13 (76)	11 (58)

## 5. Life planning skills- Career Management

**Table 5.1b Life planning skills**

	<b>Course level n (%)</b>	<b>Assessed n (%)</b>	<b>Total assessed n</b>
<b>Self awareness</b>	78 (83)	45 (63)	72
<b>Awareness of opportunities</b>	60 (64)	15 (29)	52
<b>Career/lifestyle decisions</b>	52 (55)	13 (29)	45
<b>Preparation for transition</b>	53 (56)	11 (24)	45

**Table 5.2b Life planning skills breakdown by level**

	<b>Level 4 n (%)</b>	<b>Level 5 n (%)</b>	<b>Level 6 n (%)</b>	<b>PG n (%)</b>
<b>Self awareness</b>	35 (75)	37 (76)	31 (71)	29 (66)
<b>Awareness of opportunities</b>	13 (28)	32 (65)	29 (66)	24 (55)
<b>Career/lifestyle decisions</b>	13 (28)	23 (47)	23 (52)	21 (48)
<b>Preparation for transition</b>	11 (23)	22 (45)	25 (57)	20 (46)

**Table 5.3b Awareness of opportunities by faculties**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
<b>Self awareness</b>	21 (84)	26 (79)	16 (94)	15 (79)
<b>Awareness of opportunities</b>	21 (84)	18 (55)	10 (59)	11 (58)
<b>Career/lifestyle decisions</b>	18 (72)	16 (49)	10 (59)	8 (42)
<b>Preparation for transition</b>	18 (72)	17 (52)	10 (59)	8 (42)

## 6. Transferring learning between contexts

**Table 6.1b Transferring learning between contexts**

	Course level n (%)	Assessed n (%)	Total assessed n
Student use similar knowledge and skills but in different contexts	74 (79)	55 (86)	64
Students explicitly reflect on what is needed for (or is effective in different contexts)	66 (70)	55 (92)	60

**Table 6.2b Transferring learning between contexts breakdown by level**

	Level 4 n (%)	Level 5 n (%)	Level 6 n (%)	PG n (%)
Student use similar knowledge and skills but in different contexts	29 (62)	32 (65)	30 (68)	35 (80)
Students explicitly reflect on what is needed for (or is effective in different contexts)	15 (32)	21 (43)	27 (61)	34 (77)

**Table 6.3b Transferring learning between contexts breakdown by faculty**

	ACES n (%)	D&S n (%)	H&W n (%)	O&M n (%)
Student use similar knowledge and skills but in different contexts	20 (80)	23 (70)	15 (88)	16 (84)
Students explicitly reflect on what is needed for (or is effective in different contexts)	17 (68)	23 (70)	15 (88)	11 (58)

## 7 Work related learning

**Table 7.1 work-related learning**

	<b>Course level n (%)</b>	<b>Assessed n (%)</b>	<b>Total Assessed n</b>
<b>Sandwich placement</b>	28 (30)	19 (76)	25
<b>Short placement</b>	19 (20)	9 (56)	16
<b>Professional practice</b>	34 (36)	21 (72)	29
<b>Work shadowing/visits</b>	20 (21)	6 (43)	14
<b>Projects involving outside agencies</b>	35 (37)	25 (86)	29
<b>Work based learning</b>	35 (37)	28 (88)	32
<b>Credit for learning from part time paid work</b>	4 (4)	3 (75)	4
<b>Credit for learning from voluntary work</b>	5 (5)	5 (100)	5

**Table 7.2 Work-related learning breakdown by level**

	<b>Level 4 n (%)</b>	<b>Level 5 n (%)</b>	<b>Level 6 n (%)</b>	<b>PG n (%)</b>
<b>Sandwich placement</b>	2 (4)	22 (45)	3 (7)	4 (9)
<b>Short placement</b>	4 (9)	8 (16)	3 (7)	8 (18)
<b>Professional practice</b>	6 (13)	10 (20)	17 (39)	16 (36)
<b>Work shadowing/visits</b>	10 (21)	8 (16)	5 (11)	7 (16)
<b>Projects involving outside agencies</b>	4 (9)	9 (18)	17 (39)	18 (41)
<b>Work based learning</b>	5 (11)	12 (25)	11 (25)	19 (43)
<b>Credit for learning from part time paid work</b>	0 (0)	2 (4)	3 (7)	1 (2)
<b>Credit for learning from voluntary work</b>	0 (0)	3 (6)	4 (9)	1 (2)



**Table 7.3 Work related learning by faculties**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
<b>Sandwich placement</b>	11 (44)	6 (18)	3 (18)	8 (42)
<b>Short placement</b>	4 (16)	9 (27)	5 (29)	1 (5)
<b>Professional practice</b>	7 (28)	12 (36)	13 (77)	2 (11)
<b>Work shadowing/visits</b>	3 (12)	10 (30)	6 (35)	1 (5)
<b>Projects involving outside agencies</b>	12 (48)	13 (39)	6 (35)	4 (21)
<b>Work based learning</b>	9 (36)	11 (33)	10 (59)	5 (26)
<b>Credit for learning from part time paid work</b>	1 (4)	0 (0)	1 (6)	2 (11)
<b>Credit for learning from voluntary work</b>	2 (8)	1 (3)	1 (6)	1 (5)

## 8. Supporting work related learning

**Table 8.1b Supporting work-related learning**

	Course level n (%)	Assessed n (%)	Total assessed n
Preparation for work related learning	51 (54)	29 (63)	46
Tutor or workplace supervisor support	44 (47)	21 (91)	23

**Table 8.2b Supporting work-related learning breakdown by level**

	Level 4 n (%)	Level 5 n (%)	Level 6 n (%)	PG n (%)
Preparation for work related learning	14 (30)	30 (61)	15 (35)	20 (46)
Tutor or workplace supervisor support	7 (15)	20 (41)	16 (36)	17 (39)

**Table 8.3b Supporting work related learning overall**

	ACES n (%)	D&S n (%)	H&W n (%)	O&M n (%)
Preparation for work related learning	10 (40)	18 (55)	13 (77)	10 (53)
Tutor or workplace supervisor support	9 (36)	15 (45)	14 (82)	6 (32)

## 11. Learning from extra curricular activities

**Table 11.1b Do you make use of learning from extra curricular activities**

	Course level n (%)	Assessed n (%)	Total Assessed n
Learning from part-time work	40 (43)	31 (91)	34
Learning from full time work	21 (22)	13 (68)	19

**Table 11.2b Do you make use of learning from extra curricular activities breakdown by level**

	Level 4 n (%)	Level 5 n (%)	Level 6 n (%)	PG n (%)
Learning from part-time work	7 (15)	8 (16)	9 (21)	24 (55)
Learning from full time work	4 (9)	7 (14)	8 (18)	9 (21)

**Table 11.3b Do you make use of learning from extra curricular activities breakdown by faculty**

	ACES n (%)	D&S n (%)	H&W n (%)	O&M n (%)
Learning from part-time work	10 (40)	12 (36)	9 (53)	9 (47)
Learning from full time work	3 (12)	7 (21)	6 (35)	5 (26)

## 12. Personal development planning

**Table 12.1 Personal Development Planning**

	<b>Course level n (%)</b>	<b>Assessed n (%)</b>	<b>Total Assessed n (%)</b>
<b>Fully integrated</b>	30 (32)	16 (59)	27
<b>Integrated into some modules</b>	20 (21)	14 (93)	15
<b>One module only</b>	18 (19)	14 (88)	16
<b>Links are made to continuing Professional development (CDP) through PDP</b>	30 (32)	8 (40)	20

**Table 12.2 Personal Development Planning breakdown by level**

	<b>Level 4 (%) n=44</b>	<b>Level 5 (%) n=48</b>	<b>Level 6 (%) n=42</b>	<b>PG (%) n=31</b>
<b>Fully integrated</b>	19 (43)	17 (35)	8 (19)	8 (26)
<b>Integrated into some modules</b>	11 (25)	9 (19)	9 (21)	6 (19)
<b>One module only</b>	9 (21)	9 (19)	7 (17)	3 (10)
<b>Links are made to continuing Professional development (CDP) through PDP</b>	7 (16)	6 (13)	7 (17)	18 (58)

**Table 12.3 Personal Development Planning breakdown by faculty**

	<b>ACES n (%)</b>	<b>D&amp;S n (%)</b>	<b>H&amp;W n (%)</b>	<b>O&amp;M n (%)</b>
<b>Fully integrated</b>	5 (20)	6 (18)	8 (47)	11 (58)
<b>Integrated into some modules</b>	5 (20)	5 (15)	5 (29)	5 (26)
<b>One module only</b>	9 (36)	6 (18)	2 (12)	1 (5)
<b>Links are made to continuing Professional development (CDP) through PDP</b>	7 (28)	9 (27)	7 (41)	7 (37)