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|  Sheffield Hallam University |
| Course Leader Survey 2010: Analysis of Survey Findings |
| Final Report |
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|  |
| **April 2010** |

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# 1 Introduction

This report presents key findings from a survey of course leaders at Sheffield Hallam University conducted by the Employability CETL. The purpose of the survey was to provide an insight into how successful the Employability CETL has been in enhancing, embedding and integrating employability into the curriculum at the university over the last five years, and to gain insights into levels of engagement with the Employability agenda across the university. Similar evaluations were carried out by the former Centre for Research and Evaluation at Sheffield Hallam University in 2004, 2005 and 2007. Whilst some comparisons are made to previous survey results in this report, the findings from this survey are not presented as longitudinal results as different Course Leaders have completed the survey in different years, and the same courses are not necessarily represented. Similarly, caution must be applied when interpreting this year's findings. The report does not aim to be representative of all courses. Rather, it provides a snapshot of employability provision at the university based on a small sample of course leaders.

Course leaders were contacted via email in December 2009. The email contained a link which directed respondents to a web page with an on-line questionnaire. A total of 312 course leaders were sent the link to the questionnaire and 79 responded, giving a response rate of 25%. In 2004 the response rate was 37% and in 2007 the response rate was 31%. The lower response rate this year may reflect the fact that course leaders were only able to complete an electronic version of the survey (in previous years a paper based survey was also used). Also, due to changes in Faculty structure, Sheffield Business School (SBS) no longer has course leaders and therefore this affected the number of responses received from SBS. The survey was also distributed at a different time of the year to previous studies which may have impacted response rates. Finally, different software was used than in previous years, and this presented some issues when inputting responses which may have resulted in fewer respondents than previous years completing the questionnaire.

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)
* The inclusion of activities similar to those required in external environments
* Reflection on learning between different contexts
* The encouragement of career management skills
* Engagement with work-related learning

Additional features are:

* Preparation for specific professional areas
* Engagement with activities with a specific enterprise focus

## 1.1 How is the data presented?

The results from the survey are presented in either tabular or graphical format. Complete data tables for the survey are included as an appendix to this report. Any comparisons with previous years made within this report should be treated with caution, as different course leaders will have responded to the survey each year the evaluation has been carried out. For each question a total **n** is given as there were missing answers for some questions. Different numbers of respondents replied to each question and it was assumed that where respondents did not reply to a question it was not seen as relevant to the course. Therefore, the percentage given is the valid percentage for all those that answered the question. 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 Any*. For some questions, respondents were asked to provide further information about their answers. Where relevant, such open-ended responses have been incorporated into the report to provide contextual information and first hand accounts of employability teaching at the university.

## 1.2 Who completed the survey?

Respondents were asked to identify the Faculty which their courses were under. Seventy-six completed this question whilst three did not provide an answer. As figure 1 shows, almost half (48%) of respondents to this survey came from the Faculty of Development and Society. Course leaders from Health and Wellbeing accounted for 33%, and 13% of respondents were in ACES. The number of respondents in SBS accounted for only 1%. For the purposes of this study, it was decided to exclude the respondents from SBS from the faculty breakdowns of the data presented in the appendix, due to the low response rate. Respondents were also asked to indicate the number of courses they manage at levels 4, 5, 6 and postgraduate level. All respondents replied to this question, and response rates were fairly evenly split ranging from 44% teaching at postgraduate level to 62% teaching at Level 6. As figure 3 illustrates, three-quarters of respondents teach full-time courses, 58% teach part-time courses, and 11% teach distance learning courses. When asked if their courses were professionally accredited, 66% of course leaders indicated that they were.

Figure 1. Response Rate by Faculty

Figure 2. Response Rate by Level of Study

Figure 3. Mode of Study

Figure 4. Professional Accreditation

## 1.3 Discussion of data

The survey comprised a range of questions each relating to the various elements of the Employability Framework, namely: planned support in preparing students for autonomy; skills development; work-related learning; extra-curricular activities; external world activities; enterprise skills; reflection on learning; career management skills; contact with employers and external agencies; and personal development planning. Course leaders were asked to identify whether they included these elements at any level of their course, and if so, whether they assessed them. In the following pages, these elements will be discussed under the appropriate sub-headings. As in the previous reports, no reference is made to individual courses. This is in order to protect the anonymity of respondents.

# 2. Planned support in preparing students for autonomy

The survey aimed to investigate whether courses offered support in preparing students for autonomy. Firstly, course leaders were asked whether explicit support is given in preparing students for autonomy and, secondly, if tasks are set that require autonomy. Of those respondents who answered this question, all (100%) stated that explicit support is given in preparing students for autonomous practice, whilst 87% indicated that the development of autonomy is assessed. 100% of respondents stated that they include tasks requiring autonomy whilst 96% assess these tasks. These proportions are slightly higher than those indicated in the 2007 survey. However, caution must be applied when comparing these survey results as the same course leaders have not necessarily completed both surveys, and the results do not necessarily relate to the same courses.

Table 1. Developing Autonomy

|  |  |  |
| --- | --- | --- |
|  | Course levelany n (%) | Assessed anyn (%) |
| Explicit support*Total*Setting tasks*Total* | 73 (100)7374 (100)74 | 58 (87)6769 (96)72 |

Explicit support in developing student autonomy is provided across all levels of study ranging from 89% in level 4 to 98% in level 6. Of those respondents who answered the question, 97% of postgraduate courses provide explicit support. Similar, or the same, proportions of respondents indicated that they include setting tasks in developing autonomy. At all course levels these tasks are assessed. Level 4 has the lowest levels of assessed tasks at 76%. These findings suggest that autonomous activities and support are included at all levels of study by the majority of the survey respondents. Levels of assessment are much higher in levels 5, 6 and at postgraduate level study than at level 4 which is to be expected.

# 3. Skills development

The survey sought to establish the extent to which skills development is embedded within courses. The skills were grouped under two headings: *cognitive/intellectual skills* and *professional or key skills*.

## 3.1 Cognitive/intellectual skills

Respondents were provided with a list of cognitive/intellectual skills and asked to identify which of these they include or assess. The results were similar to those of earlier surveys, with almost all respondents indicating that they both include and assess skills development in their courses. 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 with 81%. This is similar to findings from the 2007 survey.

Table 2 Skills Development

|  |  |  |
| --- | --- | --- |
|  | Course level anyn (%) | Assessed anyn (%) |
| Critical analysis and judgement*Total*Summarising and synthesising*Total*Making and Justifying decisions*Total*Making arguments supported by evidence*Total* | 74 (100)7471 (96)7470 (97)7266 (96)69 | 75 (99)7672 (97)7472 (96)7568 (96)71 |

Respondents were also given the opportunity to list examples of other skills that are developed in courses. A range of examples were cited including literature searches, developmental skills, reflection and problem solving.

## 3.2 Professional or key skills

In addition to cognitive/intellectual skills, course leaders were asked about the inclusion of professional or key skills. They were asked to identify which skills, from a list of eleven, they included and assessed in their courses. Results across all professional or key skills were remarkably similar, as figure 5 illustrates. All eleven skills are included or assessed by at least 72% of respondents. Nine of the eleven skills are included by more than 90% of the course leaders who responded to the question. *Working with numbers* is the least included skill with 73%, or 52 out of 71, of respondents indicating that this element is included in their courses. The most included skills are *Information Skills* and *Working with others* which were selected by 99% of respondents. In terms of assessment, *working with numbers* is also the least assessed with 51 out of 71 respondents identifying this skill, or 72%, whilst with 97%, *written communication skills* is the most assessed skill. When considering levels of inclusion and assessment at individual levels, the general picture that emerges is one of consistency, with similar figures both within and across levels. A notable exception is *working with numbers* where levels of inclusion are lower.

Figure 5. Professional or Key Skills

Course leaders also identified a range of other professional or key skills which courses develop. These included drawing skills, advanced clinical skills, project management and personal development portfolios.

## 3.3 SHU Resources

Table 3. SHU Resources

|  |  |
| --- | --- |
|  | **Course level any n (%)** |
| **SHU Skills Pack n (%)*****Total n*****Key Skills Online n (%)*****Total n*****InfoQuest n (%)*****Total n*****Oral Presentation Package (%)*****Total n*****Writing for University Courses (%)*****Total n*****Postgraduate Dissertation Guide (%)*****Total n*** | 33 (52)6355 (79)7029 (50)5817 (32)5424 (45)5327 (55)49 |

Respondents were asked about their use of specific SHU Resources to aid skills development. As table 3 shows, the most used SHU resource is *Key Skills Online*, as in previous surveys, with 79% of course leaders surveyed indicating the they use it. 50% or more use the *SHU skills Pack*, *Infoquest* or the *Postgraduate Dissertation Guide*. *Writing for University Courses* is used by slightly fewer respondents (45%) and the least utilised resource is the *Oral Presentation Package* with less than a third of respondents using this (32%). At individual course levels, *Key Skills Online* is again the most used resource, with the exception of the postgraduate level, where only the *Postgraduate Dissertation Guide* is used more. At postgraduate level, the *Oral Presentation Package* is the least used, reflecting the overall findings for the use of these resources.

Respondents were given the opportunity to provide further information about their use of resources. Over half who expanded on this stated that resources are tailored to the needs of the course in the form of module or course specific handbooks, dissertation guides and online induction packages, specific support for skills relating to tasks and activities for professional practice, audio and video recordings in class, and modules developed in-house. Other more generic resources include Learning Centre inductions and Blackboard. These findings suggest that in addition to the resources listed in the questionnaire, course leaders are keen to include their own course-specific materials as well as the general ones provided by the university.

# 4. Work-related learning

Work-related learning was explored within the survey. Figure 6 shows the percentage of respondents who indicated that they include work-related learning and associated support at some level. Respondents were provided with a range of work-related learning opportunities such as placements and associated support, and credit for part-time or voluntary work. The most included form of work-related learning is *professional practice*, which is included by 76% of respondents answering the question. *Work-based learning* and *Projects involving outside organisations* are both included by two-thirds of respondents. A *sandwich placement* is the least included form of work-related learning in this sample (27%). In terms of support for work-related learning, 83% of course leaders provide *explicit preparation for work-related learning*. This is the most included of all elements of work-related learning and associated support, both overall and at individual course levels, with the exception of the postgraduate level where *professional practice* is the most included. *Tutor or workplace supervisor support* is provided by over three-quarters of respondents. *Credit for voluntary work* and *credit from part-time work* are the least included elements (15% and 16% respectively).

Figure 6. Work Related Learning

# 5. Extra curricular activities

The extent to which course leaders make use of any learning obtained through extra curricular activities was examined in the survey, in particular learning from employment, whether paid or unpaid. The results are similar for the three activities specified, namely *learning from part-time work, learning from full-time work,* and *learning from voluntary work*, with between 41% and 49% of courses including them in the curriculum. In terms of assessment, levels are only slightly lower and, again similar for each of the activities. Looking now at individual course levels, at levels five and six results are remarkably similar for both inclusion and assessment. However, at level four, while *learning from part-time work* has similar levels of inclusion, there is less assessment of *learning from full-time work* and less inclusion and assessment of *learning from voluntary work*. Contrastingly, at postgraduate level there are significantly higher levels of both inclusion and assessment of learning from all three activities.

Figure 7. Extra Curricular Activities

In addition to the three activities listed in the survey, respondents were also asked to provide other examples of extra-curricular activities that they use in their courses. Three respondents stated that they incorporate activities relevant to the course of study. For example:

"We run in-house modules that replicate the [real-world] experience - difficult for students to always secure short placements. Students also produce [materials] for local and national companies as part of their portfolio work, particularly at levels 5 and 6."

"All our students have to be engaged in either full time, part time or at least one day a week voluntary work in a [relevant] setting."

Another respondent stated that whether or not activities are included depends upon "vocational relevance and duration", suggesting that there is obviously a need for the activities to be relevant to the course. Two respondents stated that students are encouraged to use the skills acquired through general extra curricular course activities, with the first comment below stressing the importance of these. For instance:

 "Within PDP guidance this is noted as key to reflective activities for CVs/applications/interviews."

"Students are asked to develop employability skills and experience and transfer such skills across all levels."

In two instances, respondents indicated that there are no formal requirements in place for the use of non-course related activities but that it is permitted:

"…there is an element of drawing on the students' experiences but it is more ad hoc and casual."

"… students may use their work as case study in their assignments - but there is no formal structure for learning from non-course activities."

Another respondent noted that extra curricular activities are being considered for their course alongside other programmes of study, highlighting their growing importance.

# 6. Activities - external world

Respondents were questioned about the inclusion and assessment in courses of four activities that mirror the external working environment, namely *reports, presentations, case studies* and *business games*. Levels of both inclusion and assessment are high for all activities, except *business* *games*, and at least 84% of respondents both include and assess them. The most included activity is *presentations* (92%) and the most assessed is *case studies* (88%). *Business games* are included by substantially fewer course leaders with just 31% including them in the curriculum and only 27% assessing them. This can be attributed to the fact that the three other activities have a wider relevance to courses whereas *business* *games* are more specific and may be applicable to fewer courses. Within and across course levels, *business games* are the least included and assessed activity.

Figure 8. External World Activities

Respondents were encouraged to record other activities mirroring the external world that they include in their courses. Two respondents stated that their courses include speakers from the relevant professions. Two used role play. For example:

"In one level four module a role play of a multi agency meeting is used to illustrate how these meetings may work."

In a similar vein, two further respondents noted that they use activities replicating "what would be found in the workplace". Similarly:

"We refer to specific people and carriers as well as construct some learning to mimic what would be found in the workplace."

Other examples of external world activities included by course leaders are negotiation, interviewing, debating, micro teaching, intensive block weeks and enquiry-based learning group projects.

# 7. Enterprise skills

In order to gauge the extent to which enterprise skills are integrated in courses, respondents were asked to identify from a list of six those that they include and assess. The six enterprise skills listed were *risk taking, creativity, innovation, leadership, adaptability/flexibility* and *setting up your own business*. Results were highly varied. *Creativity*, *innovation* and *adaptability/flexibility* are included the most by at least three-quarters of respondents (by 82%, 81% and 77% respectively). Similarly, following the same pattern as inclusion, these skills also have the highest levels of assessment (80%, 67% and 58% respectively). *Setting up your own business* is the activity least likely to be included, with levels of both inclusion and assessment being considerably lower than for the other skills (31% and 25% respectively). As with *business games* in the previous section, this can in part be explained by the question of whether setting up a business is relevant to all courses. At course levels, a similar pattern emerges, with *creativity*, *innovation* and *adaptability/flexibility* consistently being the most included skills, though not necessarily in that order. In terms of assessment, *setting up your own business* is the least assessed skill at all levels, followed by *risk taking*.

Figure 9. Enterprise Skills

In addition to the six enterprise skills listed in the questionnaire, respondents were also asked to provide details about other activities in their courses that are included to encourage enterprise skills. At all course levels, a wide variety of activities were recorded and there were at least twenty-one suggestions at each level. Activities suggested include examples of the use of some of the elements also examined in the survey under different subsections, presumably with specific reference to enterprise. For example, professional and key skills (working with others, oral, written and visual communication, problem solving, planning); work-related learning (placements, work-based learning projects); learning from non-course activities (learning from existing employment); and activities or tasks that mirror those in the external world (presentations, reports, business games and case studies). There is a high level of inclusion of role play and mimicry of external world scenarios to encourage enterprise skills. For example:

 "Managing a simulation case study game."

 "Group "consultancy" project requiring innovation, leadership etc."

"[…] role play exercise around a multi agency meeting which may be carried out."

"Individual project requiring a range of business skills."

There are also examples of courses including the involvement of students working on real world "live" activities and projects. For example:

"Working with different client groups in different locations using a variety of methods."

"Planning, organising, running and evaluating a live event."

"Group assignments on live projects with an external client."

"Advising clients."

In several instances, students are also involved in specific tasks to produce materials, products and/or resources relevant to their courses of study. These may also be for external companies. For example:

 "Production of materials."

 "Students are required to produce products."

 "Working with a client preparing materials."

"Team design and production of a video film. This is used to develop IT skills, team work, group dynamics and leadership skills."

"Development of a new product."

Other enterprise activities used include individual research projects, field visits, micro teaching and workshops. Some respondents highlighted specific areas of the curriculum dedicated to the development of enterprise skills:

"Mandatory module Level 4 for one route involves working with other courses to develop professional employment skills."

"Meeting with alumni and professionals as part of modules related to employment practice of the profession."

"Research modules."

"Clinical modules."

"An enquiry based learning module."

The wide range of activities recorded by respondents and used to develop enterprise skills suggests that they have an important place within the curriculum of many courses. This is also evidenced by the inclusion of the specific modules relating to enterprise activities detailed above. Two further comments provide encouraging evidence on the use of enterprise activities:

 "These are infused throughout the curriculum."

"Too many to mention here, embedded in most modules, block weeks and assessments."

These comments again reflect the wide variety of enterprise activities used by respondents and their integration into the curriculum.

# 8. Reflection on learning

The survey aimed to establish the extent to which students are encouraged to reflect on learning in different contexts. In order to elicit this information, two questions were asked: firstly, if courses include and assess work that encourages students to reflect on their use of learning between contexts and secondly, if they are taught to explicitly reflect on what is effective in different contexts. The results revealed high levels of inclusion and assessment of each. Both elements are included by 92% of the course leaders surveyed. Levels of assessment are only slightly lower, with 90% of respondents assessing students' use of similar knowledge and skills in different contexts and 87% assessing students explicitly reflecting on what is effective in different contexts. These figures indicate an increase in the levels of inclusion and assessment of both elements in recent years. Looking at individual course levels, the element *students use similar knowledge and skills in different contexts* is most included and assessed at level 6, with almost all respondents at this level including it (97%) and slightly fewer assessing it (89%). It is least included at level 4, with 83% including it and 74% assessing it. *Students explicitly reflect on what is effective in different contexts* is again most included and assessed at level 6, with 94% and 86% respectively doing so. It is least included at level 4, although it is nevertheless still included by almost three-quarters of respondents, and least assessed at postgraduate level, with again three-quarters of respondents assessing it.

Figure 10. Reflection on Learning

# 9. Career management

## 9.1 Career management skills

Respondents were asked to indicate which career management skills, from a list of four, are included and/or assessed in their courses. The skills were *self awareness*, *awareness of opportunities*, *career/lifestyle decision making* and *preparation for transition after the course*. All of these skills are included by at least 60% of the course leaders surveyed. *Self awareness* and *awareness of opportunities* are included the most, and by a similar proportion of course leaders (87% and 83% respectively). *Career/lifestyle decision making* and *preparation for transition after the course* are also included by a similar proportion to each other (65% and 60% respectively). Looking at assessment, *self awareness* is the most assessed skill as well as the most included, being assessed by just over three-quarters of respondents (76%). The least assessed skill is *awareness of opportunities* (29%), while *career lifestyle decision making* and *preparation for transition after the course* are assessed only slightly more, by 34% and 35% respectively. For all career management skills, a higher proportion of course leaders both include and assess them than in previous years, with the exception of *career/lifestyle decision making*, where the level of inclusion has remained the same as 2007 at 65%. However, this is nevertheless a higher rate than in both the 2004 and 2005 surveys.

Figure 11. Career management skills

## 9.2 Dissemination of students' first destinations

In the career management section of the questionnaire, respondents were asked to comment on how the first destinations of students are reported to staff on the course team. Responses were varied. Ten informants indicated that this information is not applicable to their courses at the present time. Of those expanding on such a response, this is for one of two reasons. Firstly, that their courses are new or their own position as course leader is and secondly because their students are already in employment on entering the course. Thirteen respondents suggested that they use formal means to circulate the information, such as through meetings, reports and professional surveys. For example:

"Via the report to our professional body."

 "Via department and professional area meetings."

 "Via the regional training consortium."

 "Distribution of relevant information such as professional body returns that address the issue."

 "Centrally provided statistics."

 "Data forwarded to staff electronically by portfolio director."

Eleven respondents indicated that information is transmitted more informally, primarily through contact between staff and former students. For example, the final respondent above adds the following to their statement:

"Also sharing of knowledge and contacts about graduates between staff - used for PR for course open days and for student projects."

Other such comments include:

"I have collected some data myself by keeping in contact with students after they have left the course. I pass on the information to staff."

"We have a very small group of students (and staff) and so tend to "know" where our students have gone through our networks."

"Level 6 tutor collates this information (via students that contact us informally) and this information is emailed around the team. Sometimes personal tutors provide this information to the level 6 students."

"Generally staff keep in touch with students, alternatively use Alumni."

The views expressed by six respondents suggest that in their disciplines, first destinations information is not disseminated very well, if at all:

"Not sure it is."

 "Haphazardly!"

 "It isn't very well! This is something we need to improve on."

Three of the respondents account for this by highlighting the limitations of the data:

"It is not. The information comes in the form of large databases and needs to be aggregated to the course level. As course leader I do not have time to manipulate data for four courses."

"Final destination data is impossible to separate out for students. We are a small team with small numbers of students (data aggregated into larger samples) and know about final destinations more through personal contact than systematic data collection."

"50% go on to professional training rather than employment. Information is unclear because many work for a year or two to fund the further training."

These findings highlight a lack of coherence across the university as to how first destinations information is disseminated, as well as in some cases the shortcomings of the data for particular courses.

# 10. Contact with employers/external agencies

Respondents were asked about the level of contact they have with employers and external agencies through the following means: *they provide advice/information*; *active involvement in course planning*; *involvement in course delivery* and by *providing work related learning*. All forms of contact are included by at least two-thirds of respondents. The contact is most frequently in the form of employers and external agencies providing advice and information (83%). *Providing work related learning* is the second most popular form of contact, it being included in 75% of courses surveyed. Inclusion of all forms of employer/external agency contact has increased from previous years. 70% of respondents assess *work-related learning*, making it the most assessed element in this section. *Involvement in course delivery* is assessed by 42% of course leaders. These results indicate that there is a good level of engagement between courses represented in this survey and employers and/or external agencies.

Figure 12. Employer/External Agency Contact

Respondents were given the opportunity to give examples of other kinds of involvement with employers/external agencies. The types of involvement are similar across all levels of study and include placements:

 "At all levels our placement providers play a vital role in this."

 "Practitioners assess and teach students on placement."

Guest speakers and lectures and seminars by professionals are another example of employer and external involvement:

 "At all levels we invite working professionals in to meet and talk to students."

 "Guest lectures from industry."

 "Managers give specific talks on areas of specialism."

Similarly, teaching is sometimes carried out by professionals:

 "Practitioner lecturers provide teaching to students."

 "Staff plus key players in the industry speak and teach on the modules."

Respondents indicated that, in some instances, employers and external agencies have significant input in courses. This corroborates with the quantitative findings in this area.

# 11 Personal Development Planning

The survey contained a section on personal development planning within courses, focussing on the level of integration, the resources used to support it, the methods in which it is supported and by whom. Respondents were invited to indicate what terms they used to describe PDP. Twenty-three different terms are used, suggested by forty-eight respondents. As can be seen in the table, the abbreviated form "PDP" is the most commonly used term in this small sample, it being used by eleven out of the forty-eight course leaders responding to this section. "Personal and Professional Development" is used by six of the respondents and "Professional Development Planning" is used by five. "PPD" and "Personal Development Planning" are each used by three respondents. The remainder of the terms provided are used by one or two respondents each and are presented in table 4. The number in parenthesis indicates the number of respondents who use each term.

Table 4. Terms used for PDP

|  |
| --- |
| * PDP (11)
* Personal and Professional Development (6)
* Professional Development Planning (5)
* PPD (3)
* Personal Development Planning (3)
* Professional Development (2)
* Professional Development File (2)
* Professional Portfolio (2)
* Trainee Profile (2)
* CEDP (1)
* CPD - Continuous Professional Development (1)
* CPD Portfolios (1)
* CPP (1)
* Learning Log (1)
* Learning and Professional Development (1)
* PPDP (1)
* Personal Development Portfolio (1)
* Profession Development Portfolio (1)
* Professional Development Studies (1)
* Profile (1)
* Progress File (1)
* Standards File (1)
* "That thing like 'record of pupil achievement' you did at school and no-one has ever asked to see." (1)
 |

Two respondents indicated that they use several terms. For example:

 "Professional Development File and Trainee Profile."

 "PDP and Progress File and Learning Log."

This suggests that the terms given are used interchangeably in these instances. In two further cases, respondents use one term but also suggested alternatives that would also be appropriate:

"PDP - personal development planning (as the other sections of the module deal with professional development) but PPD would be equally valid as it deals with distance travelled and that could cover both personal and professional development."

"Personal Development Planning. However, we are better at Professional Development Planning."

These findings highlight the sheer variety of terms in use across courses for the PDP process.

Having clarified what terms are used for Personal Development Planning, respondents were asked about the extent to which it is integrated in their courses. From the options given, the results showed that PDP is most frequently *integrated into* *some modules* (58%). It is now *fully integrated i.e. in all modules* in almost half of the courses (47%) and is least included *in one module only* (30%). This pattern is continued at individual course levels, with the highest level of inclusion being at postgraduate level for *integrated into some modules* (67%) and the lowest level again being at postgraduate level where PDP is not included *in one module only* at all. These findings indicate a large degree of variance across courses in the integration of PDP. This is also evident from the respondents' open-ended responses. For example, one course leader stated that PDP is "integrated in all modules of this professional training course". Contrastingly, in another course "…some students attend single modules as part of PDP as unprogrammed students." This statement suggests that, in this case, attendance on the modules is optional rather than a compulsory requirement, in contrast to the full integration of PDP in the previous comment. The next comment also relates to the integration of PDP within a course:

 "…this is highly variable depending on the PDP tutors."

However, the quotation could equally be extended to apply to the present findings about PDP, both in terms of the variation in levels of integration and in the terms used to describe PDP at the university:

Table 5. Personal Development Planning

|  |  |
| --- | --- |
|  | **Course level any n (%)** |
| **Fully integrated i.e. in all modules*****Total*****Integrated into some modules*****Total*****In one module only*****Total*****Links are made to Continuing Professional Development*****Total*****PDP is not integrated into the course but is made available to students*****Total*****Paper based PDP resources*****Total*****Generic e-PDP on blackboard*****Total*****E-PDP on blackboard adapted to the course*****Total*****Customised website*****Total*****CD Rom*****Total*** | 23 (47)4928 (58)4810 (30)3338 (78)4917 (50)3437 (74)5023 (58)4014 (41)347 (22)320 (0)27 |

In addition to how much PDP is integrated into courses, the survey also attempted to discover which resources are used do support it from the following: *paper based PDP resources, generic e-PDP on Blackboard, e-PDP on Blackboard, e-PDP on Blackboard adapted to the course, customised website* and *CD Rom* . *Paper based resources* are used most frequently, by almost three-quarters of respondents (74%). *Generic e-PDP on Blackboard* is used by 58%. The four remaining resources are each used by less than half of the sample. *CD Rom* is the least used resource, with no respondents using it. This sequence is the same as in previous surveys. At specific course levels, results are again similar to these patterns, with *paper based PDP resources* being the most used and *CD Rom* being the least used. The exception is at postgraduate level, where *generic e-PDP on Blackboard* is used most frequently to support PDP, with 69% of respondents at this level doing so. This resource is used by only slightly more than *paper based PDP resources* (64%).

Although the data above may lead to the conclusion that, with the exception of *paper based PDP resources* and *generic e-PDP on Blackboard,* other resources are infrequently used to support PDP, this is not necessarily the case. Rather, the list of materials used to support it is not exhaustive and fifteen respondents gave examples of other resources used. Five stated that they use PebblePad. Three use customised course-specific resources and materials. For example:

 "Module-specific tasks."

 "In-house developed material."

 "Customised e-PDP system."

Similarly, another respondent uses materials taken from the appropriate professional body's website. Three respondents use portfolios of work:

"Most modules are assessed as a portfolio of professional work."

"[…] they are encouraged and supported to produce professional portfolios."

"Evaluative, reflective reports, portfolios."

These examples suggest that, as well as using generic materials, there is a strong element of tailoring PDP resources to individual courses.

As well as examining the resources used to support PDP, the survey also sought to explore how PDP is delivered (i.e. *one-to-one, in* *small groups* or *in seminar groups*)and by whom. The data revealed that it is most frequently supported in *small groups with peers* (88%) or in *small groups by a personal tutor* (67%). On the basis of the present findings, year tutors are most likely to support PDP in *seminar groups*, whilst course/programme leaders favour *one-to-one sessions*.

Table 6. Supporting PDP

|  |  |  |  |
| --- | --- | --- | --- |
|  | **One-to-one****n (%)** | **Small groups****n (%)** | **Seminar groups****n (%)** |
| **Personal tutor*****Total*****Year tutor*****Total*****Course/programme leader*****Total*****Peers*****Total*****Programme manager*****Total*** | 28 (65)434 (27)1520 (56)364 (25)162 (40)5 | 29 (67)436 (40)1515 (42)3614 (88)161 (20)5 | 13 (30)439 (60)1514 (39)361 (6)162 (40)5 |

Respondents were given the opportunity to provide further information on this subject. Four stated that module leaders/tutors support PDP, one also indicating that seminar tutors are involved in the process. Another respondent stated that it is the responsibility of specified staff, although did not state which. One commented that it is solely the course leader's responsibility while another indicated that support is again provided by the course leader on an as and when basis:

"Obviously course leader provides one to one support as necessary."

Of the different methods of delivery, two respondents stated that PDP is supported in lectures and another through "clinical supervision [and] also class discussion." One respondent supports it via "distance learning by an e-moderator where students are put into groups."

In terms of how often PDP is supported, the highest proportion of respondents do so on an *as needed* basis, with the exception of year tutors who are most likely to support it once a semester. *Yearly* and *advertised drop-ins* are the least favoured frequency for supporting it.

Table 7. Frequency of PDP Support

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Weekly****n (%)** | **Monthly****n (%)** | **Once a semester****n (%)** | **Yearly****n (%)** | **As needed****n (%)** | **Advertised** **drop in** **(%)** |
| **Personal Tutor*****Total*****Year tutor*****Total*****Course/programme leader*****Total*****Peers*****Total*****Programme manager*****Total*** | 6 (14)433 (14)212 (5)403 (16)190 (0)7 | 7 (16)432 (10)214 (10)404 (21)190 (0)7 | 16 (37)438 (38)219 (23)403 (16)191 (14)7 | 2 (5)432 (10)214 (10)402 (11)190 (0)7 | 18 (42)436 (29)2123 (58)406 (32)195 (72)7 | 4 (9)431 (5)213 (8)401 (5)191 (14)7 |

Overall, the data suggests that there is a large degree of variance in all aspects of PDP provision across courses, from the terms used to describe it and the resources used to how often it is supported and by whom. This is also highlighted through the comparison of the following two comments recorded by respondents:

 "We do not support PDP enough or provide staff time to do this properly."

"PDP happens all the time across the programme - all tutors contribute, sometimes working with students individually, at others with seminar or course work groups."

At one extreme, the first respondent expresses concern that PDP is not supported enough and that there is a lack of staff time to do it properly. Contrastingly, at the opposite end of the spectrum, the second respondent describes what appears to be a fully integrated system of PDP in their courses. Thus, these comments are indicative of the inconsistencies that are evident in PDP provision, in the present sample at least.

# 11. Any Other Comments

At the end of the questionnaire, respondents were given the opportunity to add any further comments they wished to make regarding employability development in their courses. It was an opportunity to express any concerns, to highlight areas of good practice or to celebrate success in employability teaching. In four instances, respondents used the opportunity to highlight their concerns. For example, two respondents discussed the problem of students entering university with insufficient knowledge and the added pressures this brings with it:

"Would like to do more, but the starting point with most students is so low that there is such a mountain to climb as it is."

"Students could do with better understanding of basic maths to do simple calculations. Most students have GCSE Maths and that is not even at a good grade and they usually suffer from calculations later on. Scientific jobs have an element of calculations with numbers. We must incorporate meaningful and appropriate practical lab work (useful in industry) in ALL modules where possible."

Another respondent highlighted the lack of resources for employability in their subject area against a backdrop of increasing importance and awareness of it:

"Employability is something that is becoming increasingly important for an academic course […] however, we don't have the staff resources to spend time developing it as it needs to be. We have two hundred students so it needs to be devolved to a wider group. However, without staff time to develop, it is unlikely to be developed. It is an important issue for current students but also increasingly asked about on open days. I have asked for more resources to be spent on this but it is not considered a direct priority. PDP also needs further development in our courses."

All three of the comments highlight areas where improvements in employability provision need to be made, in terms of both time and resources.

As well as discussing problems with employability provision, respondents also used the further comments section to describe aspects of their courses that work well, such as specific modules or strong employer links. For example:

"Students appreciate the value of working in teams and developing presentation skills, International Masters students."

"Student Services (Careers) lead a two hour session on job searching which is excellent. It forms part of the final six weeks of the course which are designed to face out into the world of work. We try to involve visitors from differing work environments. We cover a range of issues, including self-employment. Tutors have experience (ongoing) of working in other environments […] and draw on this throughout teaching."

"This course is developing strong links with the [employers] involved with the trainees and as such information is transferred regularly between [employers] and university, thus aiding employability."

"The [degree] has very close links with the […] specialist field within the region […] Our contact with the field is both in terms of the senior staff who may employ students but also in terms of a wider number of staff coming and running joint sessions with the students."

Similarly, others highlighted the extent to which employability teaching is embedded in their courses:

"There is a lot of employability development in the course and it is assessed at level 4 and 5. It is embedded in two specific modules but is touched upon in other modules also."

"As a course that has employment at its heart we embed rather than add on."

"We have a dedicated module at level 6."

"As a very vocational course, industry related employability is very well established within the course to professional body and workplace standards. Perhaps we could develop a little more general skill for those wishing a change of direction."

"Our development is appropriate for our discipline, and is a leading contributor to developments in that discipline. Integration within our discipline is a key feature of acceptance."

All of these measures provide examples of successful employability teaching practices that can be transferred to other courses.

One of the key measures of how effective employability provision has been is ultimately in how prepared students and graduates are for employment. In two instances, respondents draw attention to the success of their students in this respect:

"[…] on a very small scale students who are not currently working in the field (only a very small number) employers are often willing to find them some related voluntary work on a project and in the past these have almost always led to employment."

"Employers (placement providers) tell us our students are better prepared than students from elsewhere."

The last comment above explicitly states that their students are "better prepared than students from elsewhere" whilst the first implicitly suggests this through the fact that students involved in voluntary work for employers frequently go on to be employed by them. Both are examples of the positive results of employability teaching at the university. The comments from all respondents in this section provide invaluable, first-hand accounts of employability provision, ranging from areas that can be improved to examples of good practice and success.

# 12. Conclusion

The Course Leader Survey aimed to provide insights into the levels of engagement with the Employability agenda across the university. As highlighted in the introduction, the results are not intended to be representative of all courses at the University nor is it possible to make generalisations from them. Rather, they provide a snapshot which is useful in identifying potential trends in employability provision and areas worthy of further research. As it has not been possible to provide a longitudinal study and to make meaningful comparisons with previous years' surveys as a result of the data issues reported in the introduction, the conclusions are based on this year's results alone and examine the extent to which employability is now integrated into courses at the university as the Employability CETL draws to a close.

In the research, course leaders were asked to identify whether they include and assess planned support for preparing students for autonomy. The results indicated good levels of engagement with this strand of the Employability Framework, with all respondents who answered the questions including *explicit support in developing autonomy* and *setting tasks requiring autonomy*. Similarly, levels of assessment are also high in this area, suggesting that autonomous activities and support are both included and assessed by the majority of the survey respondents.

Course leaders were also asked to comment on skills development, namely *cognitive/intellectual skills* and *professional or key skills*. In the case of *cognitive/intellectual skills,* there are again high levels of inclusion and assessment with at least 96% of respondents including and assessing each of the skills listed. These findings suggest that in the sample surveyed, *cognitive/intellectual skills* are deeply embedded within the curriculum. A similar pattern emerges when considering the integration of *professional or key skills* in courses, with nine of the eleven skills being included by at least 90% of respondents and only *visual communication* (86%) and *working with numbers* (73%)included by fewer. Levels of assessment of *professional or key skills* are also high, with seven of them being assessed by at least 90%, and the lowest level of assessment being for *working with numbers* which at 72% is considerably lower than for the other skills. Again, these findings are indicative of a high level of engagement with the development of the skills element of the Employability Framework.

In terms of *work-related learning*, there is a large degree of variance in the types of *work-related learning* included in courses. It is most commonly included in this sample in the form of *professional practice* (76%), followed by *work-based learning* or *projects involving outside organisations*, which are both included by two-thirds of respondents. Placements, whether *short placements* or *sandwich placements* are included by significantly fewer respondents (34% and 27% respectively) while very few include *credit for part-time* or *voluntary work* (16% and 15% respectively). These findings may reflect the nature of the courses covered in this survey and may not be representative of the wider university. However, the results may indicate areas which could benefit from further integration in some courses. Nevertheless, it remains that over three-quarters of respondents offer some form of *work-related learning*,which is encouraging. Further, support for *work-related learning* is high, with *explicit preparation for work-related learning* provided by 83% of respondents and *tutor or workplace supervisor support is provided* by 77%. Looking at extra-curricular activities, just under half of course leaders surveyed include or assess learning from employment, with specific reference to *learning from full-time work; learning from part-time work* and *learning from voluntary work*. Again these results are encouraging but indicate an area which could be included at a wider level.

The survey findings suggest that a number of activities mirroring the external world are both included and assessed by almost all respondents. This is the case for *reports, presentations* and *case studies*. However, *business games* are included and assessed by significantly fewer. The data indicates that the integration of enterprise skills is less consistent, where levels of inclusion range from 82% for *creativity* to just 31% for *setting up your own business*. However, this is perhaps to be expected as the inclusion of enterprise skills on a course is an additional feature of the Employability Framework rather than a core feature. Viewed in this context, the results for enterprise skills are encouraging. As well as the six skills listed, respondents provided a plethora of other examples of such activities that they include in their courses, suggesting that they are increasingly included within courses, despite the variation in the inclusion and assessment of the six specified skills.

Students' explicit reflection on learning in different contexts is an area which is embedded in the curriculum to a large extent. Both elements in this area, namely *students' use of similar knowledge and skills in different contexts* and *students' explicitly reflecting on what is effective in different contexts* are included by the majority of respondents (92% in each case). Levels of assessment of both of these elements are similar (90% and 87% respectively). Findings suggest that reflection is well embedded in course content. The survey results show that all career management skills are included by at least 60% of respondents. *Self-awareness* and *awareness of opportunities* are included by the highest proportion of respondents (87% and 83% respectively), and over three-quarters of respondents assess *self-awareness*. However, *awareness of opportunities, decision making* and *preparation for transition* are assessed by between only 29% and 35%. Whilst overall levels of inclusion are encouraging, the data suggests that engagement with career management skills is an area which could benefit from further integration. However, as previously indicated, these findings cannot be generalised to the wider university and may not be representative if a larger sample had been surveyed.

The survey data shows that courses have good levels of contact with employers and external agencies. This is a positive result with at least 68% having some level of contact. 83% of the course leaders surveyed indicated that they receive advice from employers and external agencies. In terms of personal development planning, the results are highly variable at all levels, from the terms used to describe it to the level of integration and from the resources used to support it to how often and by whom. This variation indicates that further research to assess personal development planning within courses would be valuable.

The survey findings have shown good levels of engagement with the different tenets of the Employability Agenda. Whilst there is evidence of variation (some elements have greater levels of engagement than others), overall the data is encouraging. The majority of courses surveyed have a high level of engagement with at least four of the seven core features of the Employability Framework. For example, aspects of the progressive development of autonomy, the development of skills, the inclusion of external world activities and reflection on learning are included and assessed by the majority of respondents. Finally, it may be of value to conduct the survey with a larger sample to see if the findings of this survey can be generalised to a wider population.

## Appendix 1: 2010 Data

**1. Respondent Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Mode of study*** |  |  |  |  |
|   | **Full time** | **Part time** | **Distance learning** | **Other** |  |
| **Number of respondents teaching at mode** | 59 | 46 | 9 | 5 |  |
|  |  |  |  |  |  |
| ***Level of study*** |  |  |  |  |
|  | **Level 4** | **Level 5** | **Level 6** | **PG** |  |
| **Number of respondents teaching at level** | 44 | 44 | 49 | 35 |  |
|  |  |  |  |  |  |
| ***Faculty*** |  |  |  |  |  |
|   | **ACES** | **D&S** | **HWB** | **SBS** | **Unanswered** |
| **Number of respondents by faculty** | 10 | 39 | 26 | 1 | 3 |
|  |  |  |  |  |  |
| ***Professional Accreditation*** |  |  |  |
|   | **Yes** | **No** |  |  |  |
| **Number of respondents professionally accredited** | 52 | 27 |  |  |  |

**2. Planned support in preparing students for autonomy**

|  |
| --- |
| ***Table 2.1a Developing autonomy*** |
|  | **Course Level any n (%)** | **Assessed any n (%)** |
| **Explicit support** | 73 (100) | 58 (87) |
| ***Total*** | *73* | *67* |
| **Setting tasks** | 74 (100) | 69 (96) |
| ***Total*** | *74* | *72* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Table2.2a 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** | 41 (89) | 27 (66) | 39 (93) | 30 (79) | 44 (98) | 37 (88) | 30 (97) | 25 (83) |
| ***Total*** | *46* | *41* | *42* | *38* | *45* | *42* | *31* | *30* |
| **Setting tasks** | 38 (86) | 31 (76) | 39 (93) | 37 (90) | 45 (98) | 41 (95) | 30 (97) | 30 (94 |
| ***Total*** | *44* | *41* | *42* | *41* | *46* | *43* | *31* | *32* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Table 2.3a Developing autonomy by Faculty*** |  |  |  |  |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **Explicit support** | 9 (100) | 9 (90) | 36 (100) | 24 (77) | 24 (100) | 21 (95) |
| ***Total*** | *9* | *10* | *36* | *31* | *24* | *22* |
| **Setting tasks** | 9 (100) | 10 (100) | 37 (100) | 33 (94) | 24 (100) | 22 (96) |
| ***Total*** | *9* | *10* | *37* | *35* | *24* | *23* |

**3. Skills development**

|  |
| --- |
| ***Table 3.1a Skills development*** |
|  | **Course Level any n (%)** | **Assessed any n%)** |  |  |  |
| **Critical analysis and judgement** | 74 (100) | 75 (99) |  |  |  |
| ***Total*** | *74* | *76* |  |  |  |
| **Summarising and synthesising** | 71 (96) | 72 (97) |  |  |  |
| ***Total*** | *74* | *74* |  |  |  |
| **Making and justifying decisions** | 70 (97) | 72 (96) |  |  |  |
| ***Total*** | *72* | *75* |  |  |  |
| **Making arguments supported by evidence** | 66 (96) | 68 (96) |  |  |  |
| ***Total*** | *69* | *71* |  |  |  |

|  |
| --- |
| ***Table 3.2a 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 |
| **Critical analysis and judgement** | 34 (81) | 27 (68) | 41 (98) | 37 (95) | 44 (100) | 43 (98) | 32 (97) | 34 (97) |
| ***Total*** | *42* | *40* | *42* | *39* | *44* | *44* | *33* | *35* |
| **Summarising and synthesising** | 36 (84) | 32 (78) | 38 (91) | 35 (88) | 42 (96) | 44 (98) | 30 (91) | 31 (94) |
| ***Total*** | *43* | *41* | *42* | *40* | *44* | *45* | *33* | *33* |
| **Making and justifying decisions** | 35 (88) | 33 (83) | 39 (95) | 38 (97) | 42 (96) | 42 (93) | 31 (97) | 32 (94) |
| ***Total*** | *40* | *40* | *41* | *39* | *44* | *45* | *32* | *34* |
| **Making arguments supported by evidence** | 35 (85) | 31 (80) | 34 (90) | 34 (92 | 38 (97) | 39 (98) | 27 (90) | 29 (91) |
| ***Total*** | *41* | *39* | *38* | *37* | *39* | *40* | *30* | *32* |

|  |
| --- |
| ***Table 3.3a Skills development breakdown by faculty*** |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **Critical analysis and judgement** | 9 (100) | 10 (100) | 36 (100) | 35 (97) | 25 (100) | 26 (100) |
| ***Total*** | *9* | *10* | *36* | *36* | *25* | *26* |
| **Summarising and synthesising** | 9 (90) | 9 (100) | 33 (94) | 33 (94) | 25 (100) | 26 (100) |
| ***Total*** | *10* | *9* | *35* | *35* | *25* | *26* |
| **Making and justifying decisions** | 9 (100) | 10 (100) | 32 (94) | 33 (94) | 25 (100) | 25 (96) |
| ***Total*** | *9* | *10* | *34* | *35* | *25* | *26* |
| **Making arguments supported by evidence** | 9 (100) | 10 (100) | 31 (94) | 31 (94) | 22 (96) | 23 (96) |
| ***Total*** | *9* | *10* | *33* | *33* | *23* | *24* |

|  |
| --- |
| ***Table 3.4a Professional or key skills*** |
|  | **Course Level any n (%)** | **Assessed any n%)** |  |
| **Communication written** | 68 (97) | 74 (97) |  |
| ***Total*** | *70* | *76* |  |
| **Communication verbal/oral** | 66 (92) | 68 (91) |  |
| ***Total*** | *72* | *75* |  |
| **Communication visual** | 61 (86) | 56 (80) |  |
| ***Total*** | *71* | *70* |  |
| **Information skills** | 68 (99) | 65 (90) |  |
| ***Total*** | *69* | *72* |  |
| **IT** | 67 (93) | 58 (80) |  |
| ***Total*** | *72* | *73* |  |
| **Working with numbers** | 52 (73) | 51 (72) |  |
| ***Total*** | *71* | *71* |  |
| **Working with others** | 72 (99) | 68 (92) |  |
| ***Total*** | *73* | *74* |  |
| **Reflection** | 70 (96) | 71 (92) |  |
| ***Total*** | *73* | *77* |  |
| **Setting goals/action planning** | 67 (93) | 64 (88) |  |
| ***Total*** | *72* | *73* |  |
| **Solving problems** | 67 (96) | 67 (91) |  |
| ***Total*** | *70* | *74* |  |
| **Specific professional skills** | 64 (97) | 67 (96) |  |
| ***Total*** | *66* | *70* |  |
| ***Table 3.5a 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 |
| **Communication written** | 40 (91) | 42 (91) | 38 (91) | 41 (93) | 40 (93) | 45 (96) | 27 (93) | 31 (94) |
| ***Total*** | *44* | *46* | *42* | *44* | *43* | *47* | *29* | *33* |
| **Communication verbal/oral** | 41 (93) | 38 (86) | 36 (88) | 37 (86) | 38 (88) | 43 (94) | 25 (81) | 25 (78) |
| ***Total*** | *44* | *44* | *41* | *43* | *43* | *46* | *31* | *32* |
| **Communication visual** | 36 (86) | 32 (78) | 31 (76) | 30 (75) | 34 (83) | 31 (74) | 23 (77) | 18 (60) |
| ***Total*** | *42* | *41* | *41* | *40* | *41* | *42* | *30* | *30* |
| **Information skills** | 41 (95) | 36 (84) | 37 (93) | 36 (88) | 40 (98) | 38 (88) | 27 (90) | 28 (88) |
| ***Total*** | *43* | *43* | *40* | *41* | *41* | *43* | *30* | *32* |
| **IT** | 41 (93) | 34 (77) | 35 (85) | 31 (76) | 34 (83) | 27 (64) | 24 (77) | 22 (71) |
| ***Total*** | *44* | *44* | *41* | *41* | *41* | *42* | *31* | *31* |
| **Working with numbers** | 27 (63) | 25 (60) | 28 (70) | 26 (65) | 29 (69) | 28 (68) | 19 (61) | 18 (58) |
| ***Total*** | *43* | *42* | *40* | *40* | *42* | *41* | *31* | *31* |
| **Working with others** | 41 (93) | 38 (87) | 37 (90) | 37 (88) | 42 (98) | 41 (91) | 30 (94) | 24 (75) |
| ***Total*** | *44* | *44* | *41* | *42* | *43* | *45* | *32* | *32* |
| **Reflection** | 38 (88) | 36 (84) | 38 (91) | 39 (89) | 42 (96) | 42 (89) | 29 (91) | 29 (85) |
| ***Total*** | *43* | *43* | *42* | *44* | *44* | *47* | *32* | *34* |
| **Setting goals/action planning** | 36 (84) | 34 (83) | 34 (83) | 34 (83) | 38 (88) | 37 (84) | 28 (90) | 25 (76) |
| ***Total*** | *43* | *41* | *41* | *41* | *43* | *44* | *31* | *33* |
| **Solving problems** | 36 (84) | 32 (73) | 37 (90) | 37 (88) | 41 (95) | 40 (89) | 29 (97) | 30 (94) |
| ***Total*** | *43* | *44* | *41* | *42* | *43* | *45* | *30* | *32* |
| **Specific professional skills** | 36 (92) | 36 (90) | 35 (92) | 34 (87) | 37 (95) | 38 (91) | 28 (93) | 30 (94) |
| ***Total*** | *39* | *40* | *38* | *39* | *39* | *42* | *30* | *32* |

|  |
| --- |
| ***Table 3.6a Professional or key skills breakdown by faculty*** |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **Communication written** | 9 (100) | 10 (100) | 33 (97) | 35 (97) | 23 (96) | 25 (96) |
| ***Total*** | *9* | *10* | *34* | *36* | *24* | *26* |
| **Communication verbal/oral** | 6 (60) | 5 (56) | 34 (100) | 34 (94) | 23 (92) | 25 (96) |
| ***Total*** | *10* | *9* | *34* | *36* | *25* | *26* |
| **Communication visual** | 9 (90) | 6 (67) | 27 (82) | 27 (84) | 22 (88) | 19 (76) |
| ***Total*** | *10* | *9* | *33* | *32* | *25* | *25* |
| **Information skills** | 9 (100) | 9 (90) | 31 (100) | 28 (88) | 25 (96) | 24 (92) |
| ***Total*** | *9* | *10* | *31* | *32* | *26* | *26* |
| **IT** | 8 (80) | 6 (67) | 32 (97) | 26 (77) | 24 (92) | 22 (85) |
| ***Total*** | *10* | *9* | *33* | *34* | *26* | *26* |
| **Working with numbers** | 4 (40) | 4 (44) | 23 (72) | 23 (72) | 23 (88) | 21 (81) |
| ***Total*** | *10* | *9* | *32* | *32* | *26* | *26* |
| **Working with others** | 10 (100) | 8 (89) | 34 (100) | 33 (35) | 25 (96) | 23 (88) |
| ***Total*** | *10* | *9* | *34* | *94* | *26* | *26* |
| **Reflection** | 9 (100) | 10 (100) | 32 (91) | 32 (87) | 26 (100) | 25 (96) |
| ***Total*** | *9* | *10* | *35* | *37* | *26* | *26* |
| **Setting goals/action planning** | 9 (100) | 9 (90) | 29 (85) | 28 (82) | 26 (100) | 23 (92) |
| ***Total*** | *9* | *10* | *34* | *34* | *26* | *25* |
| **Solving problems** | 9 (100) | 9 (90) | 29 (91) | 30 (88) | 26 (100) | 25 (96) |
| ***Total*** | *9* | *10* | *32* | *34* | *26* | *26* |
| **Specific professional skills** | 9 (100) | 10 (100) | 30 (94) | 31 (91) | 22 (100) | 22 (100) |
| ***Total*** | *9* | *10* | *32* | *34* | *22* | *22* |

|  |  |
| --- | --- |
| ***Table 3.7a SHU resources*** |  |
|  | **Course Level any n (%)** |  |  |  |  |
| **SHU Skills Pack** | 33 (52) |  |  |  |  |
| ***Total*** | *63* |  |  |  |  |
| **Key Skills Online** | 55 (79) |  |  |  |  |
| ***Total*** | *70* |  |  |  |  |
| **Infoquest** | 29 (50) |  |  |  |  |
| ***Total*** | *58* |  |  |  |  |
| **Oral Presentation Package**  | 17 (32) |  |  |  |  |
| ***Total*** | *54* |  |  |  |  |
| **Writing for University Courses** | 24 (45) |  |  |  |  |
| ***Total*** | *53* |  |  |  |  |
| **Postgraduate Dissertation Guide**  | 27 (55) |  |  |  |  |
| ***Total*** | *49* |  |  |  |  |
|  |  |  |  |  |  |
| ***Table3.8a SHU Resources breakdown by course level*** |  |
|  | **Level 4 n (%)** | **Level 5 n (%)** | **Level 6 n (%)** | **PG n (%)** |   |
|  | Inc | Inc | Inc |   |  |
| **SHU Skills Pack** | 17 (46) | 14 (42) | 17 (49) | 13 (45) |  |
| ***Total*** | *37* | *33* | *35* | *29* |  |
| **Key Skills Online** | 32 (76) | 24 (65) | 23 (61) | 22 (69) |  |
| ***Total*** | *42* | *37* | *38* | *32* |  |
| **Infoquest** | 16 (47) | 9 (31) | 8 (29) | 12 (44) |  |
| ***Total*** | *34* | *29* | *28* | *27* |  |
| **Oral Presentation Package**  | 10 (29) | 5 (17) | 6 (21) | 6 (27) |  |
| ***Total*** | *35* | *30* | *29* | *22* |  |
| **Writing for University Courses** | 10 (35) | 5 (20) | 8 (31) | 13 (48) |  |
| ***Total*** | *29* | *25* | *26* | *27* |  |
| **Postgraduate Dissertation Guide**  | 1 (5) | 2 (11) | 3 (14) | 25 (83) |  |
| ***Total*** | *21* | *19* | *21* | *30* |  |
|  |  |  |  |  |  |
| ***Table 3.9a SHU resources breakdown by faculty*** |
|  | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |  |  |
|  | Inc | Inc | Inc |  |  |
| **SHU Skills Pack** | 7 (78) | 10 (37) | 14 (58) |  |  |
| ***Total*** | *9* | *27* | *24* |  |  |
| **Key Skills Online** | 8 (80) | 28 (88) | 16 (67) |  |  |
| ***Total*** | *10* | *32* | *24* |  |  |
| **Infoquest** | 5 (71) | 14 (52) | 10 (48) |  |  |
| ***Total*** | *7* | *27* | *21* |  |  |
| **Oral Presentation Package**  | 1 (17) | 7 (28) | 9 (45) |  |  |
| ***Total*** | *6* | *25* | *20* |  |  |
| **Writing for University Courses** | 7 (78) | 10 (48) | 7 (33) |  |  |
| ***Total*** | *9* | *21* | *21* |  |  |
| **Postgraduate Dissertation Guide**  | 4 (67) | 10 (48) | 11 (55) |  |  |
| ***Total*** | *6* | *21* | *20* |  |  |

**4. Work related learning**

|  |  |
| --- | --- |
| ***Table 4.1a Work related learning*** |  |
|  | **Course Level any n (%)** | **Assessed any n (%)** |
| **Sandwich placement** | 15 (27) | 14 (31) |
| ***Total*** | *55* | *45* |
| **Short placement** | 17 (34) | 14 (33) |
| ***Total*** | *50* | *42* |
| **Professional practice** | 47 (76) | 46 (82) |
| ***Total*** | *62* | *56* |
| **Work shadowing/visits** | 21 (39) | 14 (31) |
| ***Total*** | *54* | *45* |
| **Projects involving outside organisations** | 39 (67) | 35 (69) |
| ***Total*** | *58* | *51* |
| **Work-based learning** | 39 (67) | 39 (74) |
| ***Total*** | *58* | *53* |
| **Credit for learning from part-time paid work** | 8 (16) | 8 (20) |
| ***Total*** | *50* | *41* |
| **Credit for learning from voluntary work** | 7 (15) | 9 (24) |
| ***Total*** | *47* | *38* |
| **Explicit preparation for work related learning** | 57 (83) | 44 (73) |
| ***Total*** | *69* | *60* |
| **Tutor or workplace supervisor support provided** | 54 (77) | N/A |
| ***Total*** | *70* | *N/A* |

|  |
| --- |
| ***Table 4.2a 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 |
| **Sandwich placement** | 2 (7) | 2 (9) | 9 (31) | 9 (32) | 10 (31) | 10 (32) | 2 (8) | 0 (0) |
| ***Total*** | *28* | *23* | *29* | *28* | *32* | *31* | *25* | *17* |
| **Short placement** | 7 (23) | 5 (19) | 11 (38) | 7 (25) | 11 (39) | 6 (21) | 1 (4) | 3 (17) |
| ***Total*** | *30* | *26* | *29* | *28* | *28* | *28* | *23* | *18* |
| **Professional practice** | 21 (66) | 17 (61) | 22 (73) | 21 (72) | 28 (80) | 29 (83) | 21 (68) | 21 (75) |
| ***Total*** | *32* | *28* | *30* | *29* | *35* | *35* | *31* | *28* |
| **Work shadowing/visits** | 12 (38) | 6 (21) | 14 (47) | 8 (30) | 10 (37) | 8 (30) | 6 (23) | 3 (16) |
| ***Total*** | *32* | *28* | *30* | *27* | *27* | *27* | *26* | *19* |
| **Projects involving outside organisations** | 7 (24) | 5 (19) | 17 (57) | 11 (39) | 21 (66) | 19 (58) | 15 (56) | 14 (67) |
| ***Total*** | *29* | *26* | *30* | *28* | *32* | *33* | *27* | *21* |
| **Work-based learning** | 14 (45) | 11 (41) | 18 (56) | 18 (60) | 19 (58) | 61 (20) | 11 (44) | 12 (55) |
| ***Total*** | *31* | *27* | *32* | *30* | *33* | *33* | *25* | *22* |
| **Credit for learning from part-time paid work** | 3 (10) | 3 (12) | 3 (11) | 3 (12) | 4 (14) | 4 (14) | 3 (12) | 3 (17) |
| ***Total*** | *29* | *25* | *28* | *26* | *28* | *28* | *25* | *18* |
| **Credit for learning from voluntary work** | 2 (7) | 1 (4) | 1 (4) | 4 (16) | 1 (4) | 2 (8) | 4 (17) | 3 (17) |
| ***Total*** | *28* | *24* | *27* | *25* | *26* | *25* | *24* | *18* |
| **Explicit preparation for work-related learning** | 26 (70) | 20 (63) | 35 (86) | 28 (70) | 32 (84) | 26 (70) | 19 (61) | 12 (50) |
| ***Total*** | *37* | *32* | *41* | *40* | *38* | *37* | *31* | *24* |
| **Tutor or workplace supervisor support provided** | 20 (59) | N/A | 31 (84) | N/A | 30 (79) | N/A | 16 (55) | N/A |
| ***Total*** | *34* | *N/A* | *37* | *N/A* | *38* | *N/A* | *29* | *N/A* |

|  |
| --- |
| ***Table 4.3a Work related learning breakdown by faculty*** |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **Sandwich placement** | 7 (22) | 2 (25) | 5 (22) | 5 (28) | 6 (30) | 6 (35) |
| ***Total*** | *9* | *8* | *23* | *18* | *20* | *17* |
| **Short placement** | 0 (0) | 1 (17) | 10 (46) | 8 (42) | 5 (28) | 3 (21) |
| ***Total*** | *6* | *6* | *22* | *19* | *18* | *14* |
| **Professional practice** | 6 (75) | 7 (88) | 19 (70) | 17 (74) | 20 (83) | 20 (91) |
| ***Total*** | *2* | *8* | *27* | *23* | *24* | *22* |
| **Work shadowing/visits** | 2 (29) | 3 (43) | 8 (36) | 7 (44) | 9 (43) | 4 (21) |
| ***Total*** | *7* | *7* | *22* | *16* | *21* | *19* |
| **Projects involving outside organisations** | 5 (63) | 7 (88) | 15 (63) | 10 (53) | 18 (78) | 17 (77) |
| ***Total*** | *8* | *8* | *24* | *19* | *23* | *22* |
| **Work-based learning** | 3 (43) | 3 (43) | 16 (62) | 16 (70) | 19 (86) | 19 (90) |
| ***Total*** | *7* | *7* | *26* | *23* | *22* | *21* |
| **Credit for learning from part-time paid work** | 1 (13) | 0 (0) | 1 (5) | 2 (13) | 6 (32) | 6 (33) |
| ***Total*** | *8* | *6* | *20* | *15* | *19* | *18* |
| **Credit for learning from voluntary work** | 0 (0) | 0 (0) | 2 (10) | 3 (20) | 5 (28) | 6 (38) |
| ***Total*** | *6* | *5* | *20* | *15* | *18* | *16* |
| **Explicit preparation for work-related learning** | 6 (67) | 5 (63) | 25 (81) | 19 (73) | 23 (92) | 18 (78) |
| ***Total*** | *9* | *8* | *31* | *26* | *25* | *23* |
| **Tutor or workplace supervisor support provided** | 5 (56) | N/A | 26 (79) | N/A | 21 (88) | N/A |
| ***Total*** | *9* | *N/A* | *33* | *N/A* | *24* | *N/A* |

**5. Extra Curricular Activities**

|  |
| --- |
| ***Table 5.1a Extra curricular activities*** |
|  | **Course Level any n (%)** | **Assessed any n (%)** |
| **Learning from part-time work** | 22 (43) | 15 (38) |
| ***Total*** | *51* | *40* |
| **Learning from full-time work** | 25 (49) | 19 (44) |
| ***Total*** | *51* | *43* |
| **Learning from voluntary work** | 21 (41) | 15 (37) |
| ***Total*** | *51* | *41* |

|  |
| --- |
| ***Table 5.2a 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 |
| **Learning from part-time work** | 8 (27) | 5 (22) | 9 (31) | 5 (20) | 9 (31) | 5 (19) | 12 (52) | 7 (41) |
| ***Total*** | *30* | *23* | *29* | *25* | *29* | *27* | *23* | *17* |
| **Learning from full-time work** | 9 (30) | 4 (17) | 8 (28) | 7 (27) | 8 (29) | 6 (22) | 13 (54) | 11 (55) |
| ***Total*** | *30* | *24* | *29* | *26* | *28* | *27* | *24* | *20* |
| **Learning from voluntary work** | 7 (23) | 1 (4) | 11 (36) | 6 (22) | 8 (29) | 5 (19) | 10 (44) | 8 (44) |
| ***Total*** | *30* | *23* | *31* | *27* | *28* | *26* | *23* | *18* |

|  |
| --- |
| ***Table 5.3a Extra curricular activities breakdown by faculty*** |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **Learning from part-time work** | 5 (71) | 3 (50) | 6 (27) | 6 (38) | 9 (53) | 6 (38) |
| ***Total*** | *7* | *6* | *22* | *16* | *19* | *16* |
| **Learning from full-time work** | 5 (83) | 3 (50) | 8 (36) | 6 (35) | 11 (55) | 10 (56) |
| ***Total*** | *6* | *6* | *22* | *17* | *20* | *18* |
| **Learning from voluntary work** | 5 (83) | 5 (71) | 5 (23) | 4 (27) | 9 (47) | 5 (31) |
| ***Total*** | *6* | *7* | *22* | *15* | *19* | *16* |

**6. Activities - External World**

|  |
| --- |
| ***Table 6.1a External world activities*** |
|  | **Course Level any n (%)** | **Assessed any n (%)** |
| **Reports** | 53 (88) | 46 (84) |
| ***Total*** | *60* | *55* |
| **Presentations** | 61 (92) | 54 (87) |
| ***Total*** | *66* | *62* |
| **Case Studies** | 52 (87) | 50 (88) |
| ***Total*** | *60* | *57* |
| **Business Games** | 15 (31) | 10 (27) |
| ***Total*** | *48* | *37* |

|  |
| --- |
| ***Table 6.2a External world activities*** |
|  | **Level 4 n (%)** | **Level 5 n (%)** | **Level 6 n (%)** | **PG n (%)** |
|  | Inc | Ass | Inc | Ass | Inc | Ass | Inc | Ass |
| **Reports** | 26 (77) | 24 (73) | 29 (91) | 27 (82) | 32 (94) | 28 (80) | 24 (83) | 19 (79) |
| ***Total*** | *34* | *33* | *32* | *33* | *34* | *35* | *29* | *24* |
| **Presentations** | 31 (86) | 29 (83) | 30 (86) | 29 (83) | 34 (90) | 28 (78) | 27 (87) | 23 (82) |
| ***Total*** | *36* | *35* | *35* | *35* | *38* | *36* | *31* | *28* |
| **Case Studies** | 22 (71) | 19 (66) | 28 (88) | 28 (88) | 27 (79) | 25 (74) | 25 (86) | 23 (85) |
| ***Total*** | *31* | *29* | *32* | *32* | *34* | *34* | *29* | *27* |
| **Business Games** | 5 (18) | 3 (14) | 5 (21) | 14 (18) | 8 (31) | 6 (24) | 6 (26) | 4 (24) |
| ***Total*** | *28* | *22* | *24* | *22* | *26* | *25* | *23* | *17* |

|  |
| --- |
| ***Table6.3a External world activities breakdown by faculty*** |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **Reports** | 7 (88) | 8 (100) | 21 (88) | 18 (82) | 21 (88) | 17 (77) |
| ***Total*** | *8* | *8* | *24* | *22* | *24* | *22* |
| **Presentations** | 8 (89) | 6 (86) | 26 (93) | 23 (85) | 23 (92) | 22 (88) |
| ***Total*** | *9* | *7* | *28* | *27* | *25* | *25* |
| **Case Studies** | 8 (100) | 8 (100) | 17 (71) | 16 (73) | 23 (96) | 23 (96) |
| ***Total*** | *8* | *8* | *24* | *22* | *24* | *24* |
| **Business Games** | 2 (40) | 2 (50) | 4 (20) | 2 (13) | 7 (37) | 5 (36) |
| ***Total*** | *5* | *4* | *20* | *16* | *19* | *14* |

**7. Enterprise Skills**

|  |
| --- |
| ***Table 7.1a Enterprise Skills*** |
|  | **Course Level any n (%)** | **Assessed any n (%)** |
| **Risk taking** | 31 (54) | 22 (46) |
| ***Total*** | *58* | *48* |
| **Creativity** | 51 (82) | 43 (80) |
| ***Total*** | *62* | *54* |
| **Innovation** | 48 (81) | 35 (67) |
| ***Total*** | *59* | *52* |
| **Leadership** | 40 (66) | 27 (53) |
| ***Total*** | *61* | *51* |
| **Adaptability/flexibility** | 48 (77) | 29 (58) |
| ***Total*** | *62* | *50* |
| **Setting up your own business** | 16 (31) | 10 (25) |
| ***Total*** | *51* | *40* |

|  |
| --- |
| ***Table 7.2a Enterprise breakdown by course level*** |
|  | **Level 4 n (%)** | **Level 5 n (%)** | **Level 6 n (%)** | **PG n (%)** |
|  | Inc | Ass | Inc | Ass | Inc | Ass | Inc | Ass |
| **Risk taking** | 5 (18) | 4 (16) | 10 (35) | 7 (27) | 19 (63) | 13 (45) | 12 (41) | 9 (41) |
| ***Total*** | *28* | *25* | *29* | *26* | *30* | *29* | *29* | *22* |
| **Creativity** | 23 (72) | 19 (63) | 27 (80) | 20 (67) | 28 (85) | 25 (78) | 22 (76) | 19 (76) |
| ***Total*** | *32* | *30* | *34* | *30* | *33* | *32* | *29* | *25* |
| **Innovation** | 17 (59) | 8 (31) | 18 (58) | 13 (45) | 25 (83) | 20 (65) | 23 (79) | 16 (67) |
| ***Total*** | *29* | *26* | *31* | *29* | *30* | *31* | *29* | *24* |
| **Leadership** | 14 (47) | 8 (29) | 18 (60) | 10 (35) | 24 (75) | 16 (53) | 20 (65) | 12 (52) |
| ***Total*** | *30* | *28* | *30* | *29* | *32* | *30* | *31* | *23* |
| **Adaptability/flexibility** | 24 (78) | 11 (41) | 24 (77) | 12 (43) | 27 (87) | 18 (58) | 22 (71) | 11 (50) |
| ***Total*** | *31* | *27* | *31* | *28* | *31* | *31* | *31* | *22* |
| **Setting up your own business** | 4 (15) | 3 (14) | 7 (29) | 3 (13) | 30 (36) | 6 (23) | 4 (15) | 1 (5) |
| ***Total*** | *26* | *22* | *24* | *23* | *28* | *26* | *26* | *19* |

|  |
| --- |
| ***Table 7.3a Enterprise skills breakdown by faculty*** |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **Risk taking** | 4 (44) | 3 (43) | 9 (39) | 6 (33) | 16 (73) | 12 (60) |
| ***Total*** | *9* | *7* | *23* | *18* | *22* | *20* |
| **Creativity** | 9 (90) | 8 (89) | 20 (77) | 15 (71) | 18 (82) | 18 (86) |
| ***Total*** | *10* | *9* | *26* | *21* | *22* | *21* |
| **Innovation** | 8 (89) | 6 (75) | 17 (71) | 10 (50) | 19 (86) | 17 (81) |
| ***Total*** | *9* | *8* | *24* | *20* | *22* | *21* |
| **Leadership** | 5 (56) | 1 (14) | 11 (46) | 8 (42) | 20 (83) | 16 (73) |
| ***Total*** | *9* | *7* | *24* | *19* | *24* | *22* |
| **Adaptability/flexibility** | 8 (89) | 5 (71) | 18 (27) | 8 (20) | 18 (82) | 15 (75) |
| ***Total*** | *9* | *7* | *67* | *40* | *22* | *20* |
| **Setting up your own business** | 3 (38) | 1 (17) | 7 (33) | 5 (29) | 4 (22) | 3 (21) |
| ***Total*** | *8* | *6* | *21* | *17* | *18* | *14* |

**8. Reflection on Learning**

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| --- |
| ***Table 8.1a Reflection on learning between contexts*** |
|  | **Course Level any n (%)** | **Assessed any n (%)** |
| **Students use similar knowledge and skills in different contexts** | 61 (92) | 53 (90) |
| ***Total*** | *66* | *59* |
| **Students explicitly reflect on what is effective in different contexts** | 57 (92) | 53 (87) |
| ***Total*** | *62* | *61* |

|  |
| --- |
| ***Table 8.2a Reflection on learning between different contexts breakdown by course level*** |
|   | **Level 4 n (%)** | **Level 5 n (%)** | **Level 6 n (%)** | **PG n (%)** |
|  | Inc | Ass | Inc | Ass | Inc | Ass | Inc | Ass |
| **Students use similar knowledge and skills in different contexts** | 29 (83) | 23 (74) | 33 (94) | 29 (85) | 37 (97) | 32 (89) | 25 (86) | 21 (81) |
| ***Total*** | *35* | *31* | *35* | *34* | *38* | *36* | *29* | *26* |
| **Students explicitly reflect on what is effective in different contexts** | 24 (73) | 23 (77) | 30 (88) | 27 (79) | 34 (94) | 31 (86) | 25 (89) | 21 (75) |
| ***Total*** | *33* | *30* | *34* | *34* | *36* | *36* | *28* | *28* |

|  |
| --- |
| ***Table 8.3a Reflection on learning between different contexts breakdown by faculty level*** |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **Students use similar knowledge and skills in different contexts** | 7 (88) | 7 (100) | 27 (90) | 21 (81) | 24 (100) | 22 (96) |
| ***Total*** | *8* | *7* | *30* | *26* | *24* | *23* |
| **Students explicitly reflect on what is effective in different contexts** | 7 (100) | 7 (88) | 24 (92) | 23 (89) | 24 (96) | 21 (88) |
| ***Total*** | *7* | *8* | *26* | *26* | *25* | *24* |

|  |
| --- |
| **9. Career Management Skills** ***Table 9.1a Career management***  |
|  | **Course Level any n (%)** | **Assessed any n (%)** |
| **Self awareness** | 55 (87) | 45 (76) |
| ***Total*** | *63* | *59* |
| **Awareness of opportunities** | 53 (83) | 15 (29) |
| ***Total*** | *64* | *52* |
| **Career/lifestyle decision making** | 40 (65) | 16 (34) |
| ***Total*** | *62* | *47* |
| **Preparation for transition after the course** | 37 (60) | 17 (35) |
| ***Total*** | *62* | *49* |

|  |
| --- |
| ***Table 9.2a Career management by course level*** |
|   | **Level 4 n (%)** | **Level 5 n (%)** | **Level 6 n (%)** | **PG n (%)** |
|  | Inc | Ass | Inc | Ass | Inc | Ass | Inc | Ass |
| **Self awareness** | 29 (85) | 23 (74) | 28 (82) | 25 (76) | 28 (88) | 23 (74) | 20 (71) | 18 (67) |
| ***Total*** | *34* | *31* | *34* | *33* | *32* | *31* | *28* | *27* |
| **Awareness of opportunities** | 21 (62) | 5 (17) | 27 (77) | 7 (23) | 31 (91) | 9 (30) | 20 (71) | 3 (14) |
| ***Total*** | *34* | *29* | *35* | *31* | *34* | *30* | *28* | *22* |
| **Career/lifestyle decision making** | 15 (44) | 5 (19) | 22 (65) | 9 (30) | 26 (81) | 9 (33) | 13 (46) | 4 (20) |
| ***Total*** | *34* | *27* | *34* | *30* | *32* | *27* | *28* | *20* |
| **Preparation for transition after the course** | 13 (40) | 5 (17) | 19 (58) | 10 (32) | 25 (78) | 13 (43) | 12 (44) | 1 (5) |
| ***Total*** | *33* | *29* | *33* | *31* | *32* | *30* | *27* | *20* |

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| ***Table 9.3aCareer Management breakdown by faculty level*** |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **Self awareness** | 5 (83) | 6 (86) | 24 (83) | 18 (72) | 22 (92) | 19 (83) |
| ***Total*** | *6* | *7* | *29* | *25* | *24* | *23* |
| **Awareness of opportunities** | 5 (71) | 2 (33) | 23 (79) | 5 (23) | 22 (92) | 6 (29) |
| ***Total*** | *7* | *6* | *29* | *22* | *24* | *15* |
| **Career/lifestyle decision making** | 3 (43) | 2 (33) | 16 (57) | 5 (26) | 18 (78) | 8 (42) |
| ***Total*** | *7* | *6* | *28* | *19* | *23* | *19* |
| **Preparation for transition after the course** | 2 (29) | 1 (17) | 15 (54) | 4 (21) | 17 (74) | 10 (48) |
| ***Total*** | *7* | *6* | *28* | *19* | *23* | *21* |

**10. Contact with Employers/External Agencies**

|  |
| --- |
| ***Table 10.1a Contact with employers/external agencies*** |
|  | **Course Level any n (%)** | **Assessed any n (%)** |
| **They provide advice/information** | 52 (83) | N/A |
| ***Total*** | *63* |
| **Active involvement in course planning** | 45 (71) | N/A |
| ***Total*** | *63* |
| **Involvement in course delivery** | 41 (68) | 18 (42) |
| ***Total*** | *60* | *43* |
| **Providing work related learning** | 45 (75) | 33 (70) |
| ***Total*** | *60* | *47* |

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| ***Table 10.2a Contact with employers/external agencies breakdown by course level*** |
|   | **Level 4 n (%)** | **Level 5 n (%)** | **Level 6 n (%)** | **PG n (%)** |
|  | Inc | Ass | Inc | Ass | Inc | Ass | Inc | Ass |
| **They provide advice/information** | 23 (68) | N/A | 27 (77) | N/A | 31 (89) | N/A | 21 (75) | N/A |
| ***Total*** | *34* | *35* | *35* | *28* |
| **Active involvement in course planning** | 25 (70) | 25 (68) | 27 (77) | 17 (61) |
| ***Total*** | *36* | *37* | *35* | *28* |
| **Involvement in course delivery** | 13 (39) | 4 (16) | 23 (70) | 9 (33) | 22 (71) | 11 (44) | 17 (61) | 5 (25) |
| ***Total*** | *33* | *25* | *33* | *27* | *31* | *25* | *28* | *20* |
| **Providing work related learning** | 22 (71) | 14 (56) | 25 (78) | 21 (68) | 24 (77) | 19 (70) | 15 (54) | 8 (40) |
| ***Total*** | *31* | *25* | *32* | *31* | *31* | *27* | *28* | *20* |

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| ***Table 10.3a Contact with employers/external agencies breakdown by faculty*** |
|   | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |
|   | Inc | Ass | Inc | Ass | Inc | Ass |
| **They provide advice/information** | 7 (100) | N/A | 22 (76) | N/A | 20 (87) | N/A |
| ***Total*** | *7* | *29* | *23* |
| **Active involvement in course planning** | 5 (71) | 20 (71) | 19 (79) |
| ***Total*** | *7* | *28* | *24* |
| **Involvement in course delivery** | 3 (50) | 0 (0) | 13 (52) | 8 (44) | 22 (88) | 9 (50) |
| ***Total*** | *6* | *4* | *25* | *18* | *25* | *18* |
| **Providing work related learning** | 2 (40) | 1 (33) | 21 (75) | 15 (71) | 19 (83) | 15 (75) |
| ***Total*** | *5* | *3* | *28* | *21* | *23* | *20* |

**11. Personal Development Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Table 11.1a Personal development planning*** |  |  |  |
|  | **Course Level any n (%)** |  |  |  |  |
| **Fully integrated i.e. in all modules** | 23 (47) |  |  |  |  |
| ***Total*** | *49* |  |  |  |  |
| **Integrated into some modules** | 28 (58) |  |  |  |  |
| ***Total*** | *48* |  |  |  |  |
| **In one module only** | 10 (30) |  |  |  |  |
| ***Total*** | *33* |  |  |  |  |
| **Links are made to Continuing Professional Development** | 38 (78) |  |  |  |  |
| ***Total*** | *49* |  |  |  |  |
| **PDP not integrated into course but made available to students** | 17 (50) |  |  |  |  |
| ***Total*** | *34* |  |  |  |  |
| **Paper based PDP resources** | 37 (74) |  |  |  |  |
| ***Total*** | *50* |  |  |  |  |
| **Generic e-PDP on Blackboard** | 23 (58) |  |  |  |  |
| ***Total*** | *40* |  |  |  |  |
| **E-PDP on Blackboard adapted to the course** | 14 (41) |  |  |  |  |
| ***Total*** | *34* |  |  |  |  |
| **Customised website** | 7 (22) |  |  |  |  |
| ***Total*** | *32* |  |  |  |  |
| **CD rom** | 0 (0) |  |  |  |  |
| ***Total*** | *27* |  |  |  |  |

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| --- |
| ***11.2a Personal development planning breakdown by level*** |
|  | **Level 4 n (%)** | **Level 5 n (%)** | **Level 6 n (%)** | **PG n (%)** |
|  | Inc | Inc | Inc |   |
| **Fully integrated i.e. in all modules** | 12 (43) | 10 (42) | 13 (46) | 11 (50) |
| ***Total*** | *28* | *24* | *28* | *22* |
| **Integrated into some modules** | 16 (55) | 12 (55) | 11 (46) | 14 (67) |
| ***Total*** | *29* | *22* | *24* | *21* |
| **In one module only** | 7 (33) | 5 (28) | 6 (30) | 0 (0) |
| ***Total*** | *21* | *18* | *20* | *13* |
| **Links are made to Continuing Professional Development** | 18 (67) | 17 (65) | 21 (78) | 13 (62) |
| ***Total*** | *27* | *26* | *27* | *21* |
| **PDP not integrated into course but made available to students** | 3 (18) | 6 (32) | 7 (33) | 6 (55) |
| ***Total*** | *17* | *19* | *21* | *11* |
| **Paper based PDP resources** | 20 (71) | 18 (69) | 19 (68) | 14 (64) |
| ***Total*** | *28* | *26* | *28* | *22* |
| **Generic e-PDP on Blackboard** | 10 (42) | 12 (55) | 15 (60) | 11 (69) |
| ***Total*** | *24* | *22* | *25* | *16* |
| **E-PDP on Blackboard adapted to the course** | 7 (30) | 4 (22) | 6 (30) | 6 (50) |
| ***Total*** | *23)* | *18* | *20* | *12* |
| **Customised website** | 4 (18) | 3 (17) | 2 (11) | 3 (25) |
| ***Total*** | *22* | *18* | *19* | *12* |
| **CD rom** | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| ***Total*** | *19* | *15* | *16* | *10* |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| ***Table 11.3a Personal development breakdown by faculty*** |
|  | **ACES n (%)** | **D&S n (%)** | **H&W n (%)** |  |
|  | Inc | Inc | Inc |  |
| **Fully integrated i.e. in all modules** | 3 (43) | 9 (41) | 10 (56) |  |
| ***Total*** | *7* | *22* | *18* |  |
| **Integrated into some modules** | 4 (80) | 10 (46) | 11 (61) |  |
| ***Total*** | *5* | *22* | *18* |  |
| **In one module only** | 0 (0) | 8 (47) | 2 (18) |  |
| ***Total*** | *4* | *17* | *11* |  |
| **Links are made to Continuing Professional Development** | 2 (50) | 17 (77) | 17 (81) |  |
| ***Total*** | *4* | *22* | *21* |  |
| **PDP not integrated into course but made available to students** | 2 (50) | 11 (58) | 3 (33) |  |
| ***Total*** | *4* | *19* | *9* |  |
| **Paper based PDP resources** | 2 (50) | 19 (73) | 14 (82) |  |
| ***Total*** | *4* | *26* | *17* |  |
| **Generic e-PDP on Blackboard** | 0 (0) | 11 (52) | 6 (55) |  |
| ***Total*** | *3* | *21* | *11* |  |
| **E-PDP on Blackboard adapted to the course** | 5 (100) | 8 (42) | 5 (50) |  |
| ***Total*** | *5* | *19* | *10* |  |
| **Customised website** | 1 (25) | 1 (6) | 4 (40) |  |
| ***Total*** | *4* | *16* | *10* |
| **CD rom** | 0 (0) | 0 (15) | 0 (0) |
| ***Total*** | *3* | *0* | *7* |  |
|  |  |  |  |  |
| ***Table 11.4. Supporting PDP*** |  |
|  | **One-to-one n (%)** | **Small groups n (%)** | **Seminar groups n (%)**  |   |
| **Personal Tutor** | 28 (65) | 29 (67) | 13 (30) |  |
| ***Total*** | *43* | *43* | *43* |  |
| **Year Tutor** | 4 (27) | 6 (40) | 9 (60) |  |
| ***Total*** | *15* | *15* | *15* |  |
| **Course/programme leader** | 20 (56) | 15 (42) | 14 (39) |  |
| ***Total*** | *36* | *36* | *36* |  |
| **Peers** | 4 (25) | 14 (88) | 1 (6) |  |
| ***Total*** | *16* | *16* | *16* |  |
| **Programme manager** | 2 (40) | 1 (20) | 2 (40) |  |
| ***Total*** | *5* | *5* | *5* |  |

|  |  |
| --- | --- |
| ***Table 11.5a How often is PDP supported*** |  |
|   | **Weekly n(%)** | **Monthly n(%)** | **Once a semester n (%)** | **Yearly n (%)** | **As needed n (%)** | **Advertised drop in n (%)** |
| **Personal Tutor** | 6 (14) | 7 (16) | 16 (37) | 2 (5) | 18 (42) | 4 (9) |
| ***Total*** | *43* | *43* | *43* | *43* | *43* | *43* |
| **Year tutor** | 3 (14) | 2 (10) | 8 (38) | 2 (10) | 6 (29) | 1 (5) |
| ***Total*** | *21* | *21* | *21* | *21* | *21* | *21* |
| **Course/programme leader** | 2 (5) | 4 (10) | 9 (23) | 4 (10) | 23 (58) | 3 (8) |
| ***Total*** | *40* | *40* | *40* | *40* | *40* | *40* |
| **Peers** | 3 (16) | 4 (21) | 3 (16) | 2 (11) | 6 (32) | 1 (5) |
| ***Total*** | *19* | *19* | *19* | *19* | *19* | *19* |
| **Programme manager** | 0 (0) | 0 (0) | 1 (14) | 0 (0) | 5 (72) | 1 (14) |
| ***Total*** | *7* | *7* | *7* | *7* | *7* | *7* |