Centre for Excellence
in Teaching and Learning for Employability (e3i)

Report to HEFCE: Interim Evaluation
July 2007

**Sheffield
Hallam University**

SHARPENS YOUR THINKING

Interim CETL Evaluation

Centre for Embedding, Enhancing and Integrating Employability

Sheffield Hallam University
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Interim evaluation of The Centre for Embedding, Enhancing and Integrating Employability (e3i)

1.0 Executive Summary

1.1 The Sheffield Hallam University (SHU) Centre for Excellence in Employability (e3i) has a mission to enhance, integrate and embed Employability within course provision and the student experience.

1.2 The evaluation report is an outward facing report which reflects upon the achievements of the CETL and its impact so far.

1.3 The evidential base which is drawn upon to formulate conclusions includes an Employability audit of course provision; evaluation of validation documentation for academic year 2005-6; in depth interviews with a sample of course leaders; an evaluation of Special Interest Group (SIG) activities; a review of Sheffield Hallam committee minutes; interviews with University Standing Panel chairs; evaluations of e3i funded projects.

1.4 e3i has a core team, led by a Director, including Associate Directors, a Placement Student, Research Assistants, and a Secretariat; it also has a number of Associates who undertake funded project and development work.

1.5 Along with the University's Centre for Excellence in Promoting Learner Autonomy (CPLA), e3i has constituted a number of SIGs, which operated as communities of practice, involving colleagues from across the university in development work within a specific theme: enterprise, workbased learning, career management and diversity, PDP, transitions into and out of HE, scholarship, research and evaluation.

1.6 The objectives of the evaluation are to review the extent to which Employability has been embedded and integrated within core university processes; to ascertain whether or not the Employability aspects of programmes have been enhanced; to determine whether or not there has been innovation in learning, teaching and assessment; to identify the barriers and enablers in the context of the e3i brief; and to assess the implications of the e3i experience for the change model adopted.

1.7 The chief findings indicate that there is engagement with all aspects of the Employability Framework across the University; there is a high level of engagement with skills development, learner autonomy, PDP, reflection, and workbased learning; there have been identifiable improvements with the engagement with the Employability agenda since 2004; and there are a greater number of courses that now fully integrate PDP.

1.8 In terms of qualification of findings, variation exists in the extent to which course planning teams engage with different aspects of Employability; in the enterprise skills that are included and assessed; there are different interpretations of Employability in different subject and discipline contexts;

career management skills and enterprise skills are the least integrated and embedded across provision; student commitment to the PDP process is variable; and academic colleagues are not always confident how to translate Employability aims and objectives into detailed curricula and pedagogy.

1.9 e3i has a number of partnerships and engages in several networks both to disseminate its approaches and collaborate on new projects.

1.10 e3i has had significant internal strategic impact e.g. by supporting the establishment of Employability as a Sheffield Hallam core value, and as a central feature of the refined institutional LTA strategy.

1.11 Faculties now have a number of lead roles in Employability.

1.12 e3i support for teachers in terms of buy-out time, honoraria, support for research, dissemination and staff development, has had a significant impact on the motivation of teachers and the outcomes produced.

1.13 There is some evidence that e3i funding has influenced the design of learning environments with a direct impact upon the student experience.

1.14 e3i activities have contributed to an emerging pedagogy of Employability within the institution.

1.15 A review of e3i activities has identified a number of challenges and implications for university systems and practices, which have been considered at high level university committees.

1.16 Sector-wide multiplier effects of e3i activity are evidenced through the partnerships and networks formed.

1.17 e3i has adjusted its strategic approach compared to that which was outlined in the original bid document, to emphasise a more inclusive and organic approach to change in a HE context.

1.18 The CETL initiative is perceived as being a high profile initiative which has had a galvanising impact, along with other HEFCE initiatives such as TQEF, in fostering and supporting changes to LTA practices within universities.

2.0 Introduction

The Sheffield Hallam University Centre for Excellence in Teaching and Learning for Employability (e3i) has a mission to enhance, integrate and embed Employability within both course provision and the student experience at the University. It therefore has an institutional focus, and is concerned with institutional change. It works at a number of levels within the University to effect change: institutional policies and processes, Faculty and Departmental strategies and operations, course design, structure and delivery, and module curriculum and pedagogy. Its modus operandi is to engage positively with

agents who can influence, either directly or indirectly, the student experience, and encourage them to incorporate and expand Employability aspects within their thinking and practice.

It uses as a key reference point the University's Employability Framework. This is an official University policy document which defines the Sheffield Hallam approach to Employability:

"enabling students to acquire the knowledge, personal and professional skills and encouraging the attitudes that will support their future development and employment."

At Sheffield Hallam University Employability refers to a graduate's achievements and her/his potential to obtain a graduate job. It is not be confused with the actual acquisition of a graduate job. Employability is deemed to be the outcome of complex learning, and is a concept of wider range than those of 'core' and 'key' skills. It is not merely an attribute of the new graduate. It needs to be continuously refreshed throughout a person's working life.

The following features are identified as contributing to the Employability aspect of course provision:

1. skills development (intellectual; subject; professional; Key Skills)
2. the planned and supported progression from dependent to independent learner
3. the inclusion of activities similar to those required in external environments i.e. 'real world'
4. reflection on the use of knowledge and skills
5. personal development planning (PDP)
6. the encouragement of career management skills
7. engagement with learning from work (LfW).
8. preparation for professions (the University has extensive links with professional/statutory bodies)
9. engagement with enterprise.

The Centre for Excellence in Teaching and Learning for Employability works with staff and students to encourage, develop and evaluate the integration and embedding of the above features within the learning experience and across the different subject communities within the University.

2.1 Structure and audience

The report follows the guidelines issued by HEFCE. It includes sections on the aims and scope of the CETL, the evaluation framework and approach adopted, findings from experience, research and evaluation, and comments on lessons learned and future adjustments. The intended audience is HEFCE, the CETL community, academics, course planners and educational developers with an interest in Employability and fostering educational change in higher education.

2.2 Connection with other reports

This report is based fundamentally on the findings of the reports identified in the appendices. In addition, it draws on other reports and evaluations undertaken by e3i, and the reflections of the e3i team. The framework of the report in appendix 1 will be used to produce a summative evaluation of the impact of e3i at the end of the five year funding period.

2.3 Purpose

The report is identified as incorporating an "outward facing" approach. The purpose of the evaluation report is to provide insight into the work of e3i two years into the project, to reflect on achievements and impact so far, to evaluate the approach to fostering change adopted by e3i, and to inform the strategy and the annual operating plans going forward. In addition, it is hoped that these aspects will be of interest to other CETLs and institutions with an Employability focus, and to those with an interest in fostering and supporting educational change and quality enhancement in HEIs.

2.4 Overview of the evidential base

The evidence base for this report comprises a number of elements:

Interim comparison against base line survey, ***undertaken by the Sheffield Hallam Centre for Research and Evaluation***

During 2004–5 we extended the 2003–4 Employability Audit to construct baseline data. This audit was produced via a survey of course leaders within SHU requesting information on Employability features within their programmes. In 2006–7 a new survey of all courses produced comparisons, providing quantitative indicators of impact and progress (appendix 1).

Evaluations of activities focusing upon the impact of CETL activity

The aim of these studies is to evaluate the effect of CETL activities on institutional processes, course development, staff engagement with Employability, and the student experience. They include:

1. An evaluation of validation documentation for academic year 2005-6.
2. In depth interviews with a sample of course leaders .
3. An evaluation of Special Interest Group (SIG) activity with an assessment of impact.
4. Gauging the impact on other University processes - the LTA strategy, Faculty LTA strategies, validation documentation from course planning teams.
5. Findings from elite interviews – chairs of the University Standing Panel for course validation.
6. Review of minutes of CETL Programme Board, Faculty LTA committees, Faculty Academic Boards.

Practice research, undertaken by* e3i'*s researchers, Associates and Placement Student

Hands-on qualitative work with practitioners has explored how inputs and ideas manifest themselves in the embedding and integration of student Employability development. In the future, this work will feed into the development of practice, case studies, resources and the pedagogy of Employability, including a review of pedagogic research.

1 Evaluation of all CETL funded projects.
2 Evaluation of all Associate funded projects.
3 Evaluation of roles and activities of CETL core team.
4 Evaluation of key aspects of SIG activity.

3.0 Brief description of the aims and scope of the CETL

"Employability is key to the Higher Education agenda. This CETL (e3i) will further develop and share an *holistic model of Employability*. It is based on a view of embedding that extends practice both within the institution and the HE community. This CETL offers an approach to embedding and enhancing Employability in an integrated way that supports widening access and reaches all students through their programmes, and aims to extend and transfer this by significantly impacting on HE through its collaborations and dissemination. It will provide models, tools and an implementation methodology capable of adaptation to different institutional infrastructures.

This CETL will build on examples of excellence, developed over many years and supported by our enabling infrastructure, to impact on and strengthen the University's commitment to Employability. Rewards, secondments and access to resources will support key individuals from *excellent* courses in transferring their ideas and practices to others in a cumulative cascading approach, eventually impacting on all students in the University.

Our clear articulation of Employability and the curriculum features supporting it, grounded in a clear pedagogy, in educational literature and in our own evaluated practice, puts this proposal at the cutting edge of employability practice."

Source: e3i bid document summary

Sheffield Hallam University was awarded three Centres for Excellence in Teaching and Learning by HEFCE to run between 2005-2010: one centre focuses on the promotion of learner autonomy (CPLA), another on inter-professional e-learning in health (CIPEL), and a third on Employability. The key features of the Employability CETL (e3i) were identified in the bid document as follows:

1. A process for identifying excellent practice, auditing Employability and evaluating change.
2. Using existing excellence to systematically embed, enhance and integrate employability across the institution.
3. Identifying and developing the elements of the institutional infrastructure and pedagogy that enable and support embedding and integration.
4. Making available to HE our practices, approaches and tools.
5. Providing HE with a flexible, holistic model and an implementation methodology adaptable to different institutional structures and cultures.

3.1 Purposes

The overall purpose of e3i is to encourage the enhancement, integration and embedding of Employability within educational provision within the university at module and course level, by working with subject and course planning teams to actively engage with the SHU Employability Framework, and to evidence this engagement in their module, course and validation documents.

Our chief proposition is that Employability capabilities are best developed and enhanced if a holistic approach to the notion of Employability is adopted (see appendix 8, SHU Employability Framework) and this is embedded within the course experience of students. As York and Knight (2006) have indicated there are different approaches to Employability teaching, ranging from individual activities within a module, to holistic curriculum design. Our work and experience emphasises the importance of holistic curriculum design, and the nature of the learning task.

3.2 Specific goals

Specific goals of the CETL are to:

1. increase the number of courses within the University that incorporate Employability dimensions within their design and delivery;
2. deepen the impact and imprint of Employability within course curricula;
3. foster and support innovative approaches to Employability learning and teaching;
4. support specific and named individuals and projects that are actively involved in innovative approaches to embedding, integrating and enhancing Employability within provision;
5. support the establishment of Employability as a core value of the University;
6. evaluate the impact of CETL activities on the student experience;
7. disseminate the findings and experiences of activities associated with the work of the CETL both internally and externally across the national and international HE sector.

3.3 Activities

In order to achieve the goals of the CETL, the following modus operandi has been adopted.

3.3.1 A core team has been created to develop the strategy, participate in the development work, and the implementation activities of the CETL. The core team consists of a Director, eight Associate Directors, a ~~Senior~~senior Careers Adviser, one Placement Student, two Research Assistants, a CETL Administrator, and an Administrative Assistant. The core team meets bi-weekly, monitors activity against the annual operating plan for the Centre, acts as internal consultants to colleagues within the university, and undertakes project and development work.

The core team has worked with course planning teams (e.g. through awareness raising, workshops, Employability audits) to encourage engagement with the employability agenda in the context of course and curriculum design, and to provide advice, guidance, inspiration and support to further this aspect of provision.

The core team has been involved in research and evaluation to support the work of the CETL, and has the chief responsibility for disseminating the outcomes of the work of the CETL, both inside the University (e.g. through workshops and mini-conferences) and within the wider HE community (e.g. through workshops organised with the HE Academy).

In addition, the core team has developed and participated in external networks of other CETLs and institutions that have an interest in or focus upon Employability as part of their mission. This has resulted in collaboration that has produced/is producing resources and approaches to Employability learning and teaching.

3.3.2 The CETL has appointed and funded a number of Associates (two in the first year of operation, eight in the second), to undertake project work in enhancing, integrating and embedding Employability within courses and modules. Associates are members of staff from Faculties or Central Departments who are keen and interested in the Employability agenda within the University. Their work has produced resources and approaches to support the impact upon the student experience (see section 3.4 and appendix 4).

3.3.3 The CETL has provided financial support for a number of projects which aim to incorporate Employability dimensions within the student experience across the faculties and the Student Union at Sheffield Hallam.

3.3.4 The CETL, in conjunction with the CETL in Promoting Learner Autonomy has established and funded a number of Special Interest Groups (SIGs) across the University. The SIGs associated with e3i are:

Enterprise
Workbased learning
Career management and diversity
PDP

The SIGs operate as communities of practice, have open membership of interested colleagues across the university, and act as a focal point for debate, sharing of ideas, collaboration, project and development work associated with their focus. They are an important way of engaging colleagues with the missions of the CETLs, developing and disseminating innovative practice, and building a sense of community around the curriculum and LTA change agenda within the university.

3.4 Roles and participants

3.4.1 Programme Board - The Programme Board has responsibility for providing advice, direction to the CETLs, and accountability to the University Executive as well as recommending reports for publication. The Board also monitors and reviews project delivery, quality and impact, and ensures opportunities for cross CETL collaboration are exploited. Meetings are held bi-monthly.

The membership of the Programme Board is as follows:

Pro Vice-Chancellor Academic Development (Chair)
Head of the Learning and Teaching Institute (LTI)
Co-Directors x 2 - Centre for Promoting Learner Autonomy
Director - e3i CETL
Co-Director - Centre for Inter-Professional e-learning
Associate Dean Academic Development
Director of Student Affairs *or* Head of Academic Standards and Quality Enhancement
President of the Students Union
Head of Faculty HR Services
Assistant Director, Strategy & Management Reporting, Finance
Assistant Director Business Services and Facilities Operations
Head of Internal Communications

3.4.2 Staff roles - The CETL has formulated a number of roles, the responsibilities and activities of which are outlined through the mechanism of role descriptors, produced jointly with the University's HR department. The Director, Associate Directors and Associates all receive honoraria of between £1k-£2k p.a.

Title	Designation	Roles and responsibilities
Director	• Head of Learning, Teaching and Assessment, Faculty of O&M	Leadership
Associate Directors	• Head of Careers Service • Principal Lecturer in Real Estate • Head of the Centre for Research and Evaluation • Principal Lecturer and Subject Group Leader for Languages • Senior Lecturer in Early Childhood Studies • Senior Lecturer in Nursing	Emerging strategy of the CETL and its implementation. Individual project work
Associates yr 1 x 2	• Senior Lecturer in Computing • Senior Lecturer in Architectural Studies • Senior Careers Adviser	Individual Projects
Associates yr 2 x 9~~8~~, one project shared	• Senior Careers Adviser (continuation from yr 1) • Senior Lecturer in Sports Studies • Senior Lecturer in Real Estate • Senior Lecturer in Business Strategy • Senior Lecturer in Business Strategy • Senior Lecturer in Primary Education • Senior Lecturer in Automotive Engineering • Business Development Manager, Enterprise Centre • Senior Lecturer Human Resource Management	Individual Projects
Placement Student yr 1	X 1 BSc Hons Business and Technology	Support of project work - e.g. investigation into student experience of PDP; analysis of questionnaires; administration
Placement Student yr 2	X1 BSc Hons Business and Technology	Support of project work; Joint-Editor CETLview
Research Assistant yr 2	2 X 0.5	Evaluation of projects
Administrator	X 1	These are shared roles with the CETL for Employability
Administrative Assistant	X 1	
Finance officer	X 1	

Yr 1 project and development work by Associates was as follows:

Designation of Associates	Faculty	Project Title
Senior Lecturer in Computing	ACES	Developing the Employability Skills of Mature Post Graduate Students on Distance Learning Courses
Senior Lecturer in Architectural Studies	D&S	Developing Approaches to Workbased Learning on Architecture Courses
Senior Careers Adviser	Careers & Employment Service	Developing a Career Development Learning tutor pack

Yr 2 project and development work by Associates was as follows:

Designation of Associates	Faculty	Project Title
Senior Lecturer in Sports Studies	H&W	Developing and Delivering a Student Led Conference on Employability for Sports Students
Senior Lecturer in Real Estate	D&S	Devising an Intensive Pre-Placement Employability Skills Week
Senior Lecturers (X2) in Business Strategy	O&M	Scoping and Expanding the Opportunities for Workbased Learning
Senior Lecturer in Primary Education	D&S	Developing the Professional and Mentoring Skills of Education Students in a Virtual Context
Senior Lecturer in Automotive Engineering	ACES	Teamwork and Business Skills Development for Automotive Engineering Students
Business Development Manager	Enterprise Centre	Enterprise Skills Development
Senior Lecturer in Human Resource Management	O&M	Development of a Professional Skills Module for Post Graduate HRM students
Senior Careers Adviser	Careers & Employment Service	Developing Career Development Learning teaching materials

4.0 Evaluation framework and approach

4.1 Reasons and purposes of evaluation – the evaluation is a mandatory requirement of HEFCE as part of the CETL initiative. It provides an opportunity to reflect upon the strategy of the CETL, its modus operandi, progress made and achievements evidenced, with a view to informing the approach and priorities of the CETL in the second half of its funded project lifespan. It also provides an opportunity for all CETL stakeholders to discuss and comment on the work and achievements of the CETL so far. These aspects of process and outcomes, form and content, are crucially and dynamically inter-related, and therefore the evaluation produces a focus for debate and a framework for decision making that will inform the future development and trajectory of the CETL.

4.2 Uses of the evaluation – the evaluation will be used as a basis for strategy development and operational planning. In terms of strategy, key questions that will need to be considered include: does the focus on course planning and development continue to be the strategic priority? Is the reward strategy for CETL members supportive to motivation, commitment and recognition? How best to encourage curriculum and pedagogic development related to Employability outside of the course planning cycle? What are the appropriate ways to demonstrate and evidence an extended preoccupation with Employability within the SHU curriculum?

Operational planning will need to address the above in terms of roles and responsibilities of the core CETL team, allocation of resources to priorities, identification of key channels and individuals to work alongside and within the faculties and central departments, approaches to research and evaluation, dissemination both within and outside SHU, and the continued development of the external network.

4.3 Foci of the evaluation – the key evaluation questions are:

(i) To what extent has Employability as a key theme and approach been embedded and integrated within core University processes?

(ii) Have the Employability aspects of programmes and courses been enhanced and, if so, to what extent?

(iii) Has there been innovation in learning, teaching and assessment within the university to encourage the development of Employability attributes amongst students, and if so in what ways?

(iv) What are the barriers and enablers that impact on the project to enhance, integrate and embed Employability within University provision?

(V) What are the implications of the above for the change model/modus operandi adopted by the CETL?

4.4 Timing of the evaluation – the evaluation took place between April and July 2007.

4.5 Agency conducting the evaluation – the evaluation was undertaken by the CETL core team, with support from the University's Centre for Research and Evaluation.

5.0 Findings addressing key evaluation foci from RUFDATA or equivalent

5.1 Student experience – evidence from the evaluation suggests that aspects of Employability now permeate the curriculum at Sheffield Hallam, and that there is an increasing interest in and willingness to address Employability dimensions in a more fundamental way by course planning teams. Course design, in particular the emphasis placed upon course design at validation, has a crucial role to play in this respect, and the evidence base we have drawn on to arrive at this conclusion focuses in large part on this aspect. Our review of validation documentation for 2005-6, combined with the data from our 2007 course leader survey, we shows that:

- there is engagement with **all** aspects of the Employability framework across the University (see appendix 1);
- there is a **high** level of engagement with skills development, promoting learner autonomy, PDP, reflection, and work-based learning (see appendices 1 and 2);
- there has been a **significant increase** in work related learning, especially in projects involving outside organisations, compared to the baseline 2004 results (see appendix 1)
- there has been an **increase** in learning from extra curricular activities (appendix 1);
- in relation to PDP, there is now a **higher proportion** of courses that fully integrate PDP compared to 2004; there is also an increase in integrating PDP into modules;
- there are **variations** across faculties in terms of their engagement with Employability, influenced by the subjects offered and their strategic development (see appendix 2);
- students will be impacted **significantly** by the Employability proposals outlined in validation documents.

Having said this, there are a number of points of qualification and limitation, and these will be the focus of future work for e3i:

- There is **variation** in the extent to which course planning teams engage with the different aspects of the University's Employability framework (see appendix 2);

- There is *variation* in the enterprise skills that are included and assessed;
- There are *different* interpretations of what Employability means in different subject contexts, which has implications for the features emphasised/de-emphasised (see appendix 2);
- *Student feedback* indicates that preparation for work based learning in the form of placement, and career management skills do not yet fully meet expectations;
- Career management skills and enterprise skills appear to be the *least enhanced*, integrated and embedded (see appendix 1 and 2).
- Effective implementation of and commitment to the PDP process by students is *variable*;
- Academic colleagues are *not always* confident of translating Employability aims and objectives into detailed curriculum development and pedagogy.

In addition, the CETL has been involved with a number of curriculum development projects that enhance, embed and integrate Employability in a direct way, and create multiplier effects. The Shanghai Challenge project is both indicative and illustrative in this respect:

Led by an Associate Director, The Shanghai Challenge is a rich multi-media resource based upon the real life inter-disciplinary project that MSc Property Appraisal & Management (PAM) students undertake as an integral component of their course. Having captured all the professional presentations, site visits, architectural , building and real estate commentary and libraries of video and photographic case studies, the resource is designed to be used autonomously by groups of students, with tutors providing role play interventions only. It therefore explicitly develops a number of Employability skills.

The success of using, for the first time in 2007, an inter-disciplinary approach by creating inter-disciplinary teams from the PAM course and MSC Technical Architecture students has encouraged work with colleagues to adopt this virtual project across three undergraduate degree programmes in real estate, construction and architecture. This is a major step forward as projects of this nature tend to be frustrated by institutional boundaries and timetable and room constraints. This approach is already changing tutors' perspectives in relation to inter-disciplinary working and the use of high quality multi-media resources to drive an autonomous learning experience.

This project is a good example of:

- **synergy effects**, with the CETL acting as a catalyst to create more substantial impacts. Funding was combined from both CETLs, as the project focused on learner autonomy and the development of high level Employability skills including acting as a consultant;

- **matched funding** - the AD used a personal LTA Fellowship and an Educational Development Grant from CEBE (Centre for Education in the Built Environment) to expand the reach and impact of this project;

- **CETLs helping to drive the LTA agenda** by creating a resource that transcends many of the constraints that have frustrated collaborative inter-disciplinary working in the past;

- **multiplier effects** - the combination of funding for the project is going to be made available for Universities to run the project in both the UK and internationally. The courseware will be badged with Sheffield Hallam University, CETL and CEBE branding.

- **cascading effects** - this was envisaged in the original bid extending good practice from the PAM programme and embedding it into another programme. This project will expose a large number of students on construction, real estate and architecture undergraduate programmes to the "excellence" identified in the original bid.

- **wide dissemination -** publicity for the project through CEBE newsletters; case studies on the CEBE web site; and national and international conference papers (e.g. BEECON 2007) are helping to secure awareness of, engagement with, and discussion around the project and its Employability dimension.

5.2 Connections with external partners

The e3i CETL has developed an external network of other CETLs/HE based projects or initiatives which has facilitated: joint project and development work, the sharing of experiences and approaches to educational change within the context of the CETL initiative and more broadly, and dissemination of CETL outputs. The former is a stated although supporting objective of e3i. However, where deemed useful, resources have been targeted at this type of activity. It is envisaged that this type of activity will grow during the life of the CETL, and that more emphasis will be placed upon using the network for dissemination of the work of e3i.

Collaborative Partner	e3i Involvement	Activities/Work undertaken
University of Bedfordshire/OU – Star Project	Two Associate Directors	Development of a tool for encouraging students to understand and describe educational and life experiences in Employability terms. The "Star" project is designed to create a web based resource which helps students

		articulate their skills and experience form different contexts into appropriate text for CV's / Application Forms and 'stories' for interviews.
Reading University	Associate	Colleagues from Reading acted as peer reviewers for the Career Development Pack produced by an Associate of e3i. As well as presenting papers at Reading, e3i has also provided multi-media materials to support project work at the university.
Nottingham University	Core team	The Centre for Integrative Learning at Nottingham University has a similar focus and modus operandi as e3i. A team from Nottingham University visited Sheffield Hallam in March 2007 to share experiences and approaches, and this visit will be reciprocated in September 2007.
E-Evolve Project at the University of Central Lancashire	Core team members	This is an Employability project, with a focus upon developing electronic teaching and learning materials to support Employability development. e3i members have attended several staff development workshops organised by E-Evolve, and have hosted a workshop to explore the use of these materials in a Sheffield Hallam context. In addition, SHU is a named dissemination partner for this project.

The FDTL5 project in Employability at Oxford Brookes University	Core team members	e3i members have attended workshops organised by this project, and jointly organised and delivered a HEA workshop at Sheffield Hallam in March 2007 on the International Dimensions of Employability. A co-director of E-evolve, based in the Faculty of O&M at the University, has shared the work undertaken on an Employability audit instrument with e3i.
Liverpool John Moores University	Director	e3i has informal contacts with the CETL in Leadership and Professional Learning, and is keen to develop a deeper relationship with a focus on evaluation.
Leicester Business School	Director and Associate Director	Members of e3i have given keynote accounts at two quality enhancement conferences at Leicester Business School during 2006-7, sharing the experiences of the work of e3i with both an internal and external audience.
Foundation Degree Forward	Core team members	A conference focusing upon researching foundation degrees and work based learning was jointly organised with FDF and hosted by e3i in November 2006. This provided useful insights into research on FDs and work based learning, and a list of practitioner contacts who have experience in this area.

Research and evaluation network organised by the University of Central England	Director and Research Assistants	e3i has been involved with the early meetings of this research and evaluation network, which is a mechanism for bringing together CETL participants with both an interest and responsibility in this field.
The CETL 6 group: Universities of Leeds, Sheffield and York; London Metropolitan University; Newcastle University; University of Nottingham; Sheffield Hallam University, and Leeds Metropolitan University. (NB: Two of these stage one bids -London Met and Newcastle- were unsuccessful in their final stage bid, but remained critical to the capacity of this group during the first 2 years of operation).	Leader of Enterprise SIG	Sharing and development of approaches to embedding Enterprise skills within the curriculum
The CETL student network	e3i Student Placement	Attended national meetings to explore ways in which students are and can be involved in CETL activity.
HECSU Putting Research Outcomes into Practice Group (PROP)	Associate Director and Associate	e3i have helped promote and facilitate the dissemination of innovative practice and research findings through workshops and 24 hour conferences in collaboration with PROP

5.3 Internal strategic impact.

This includes impact upon the following:

1 Sheffield Hallam core values - the University has adopted three core values which permeate both its brand and its strategy development and implementation: *Employability*, Forward thinking, and Supportiveness. The former helps to position the university as an institution with a professional and vocational orientation and with a focus on curricula relevant to learners interested in the application of their learning within commercial and organisational contexts, and the needs of employers.

2 Sheffield Hallam LTA strategy and other academic policies - the University produced a revised institutional LTA strategy for 2006-10. The process of revising the existing LTA strategy was an inclusive one, and included a wide range of internal stakeholder groups, including the CETLs. The Director of e3i represented the CETL in this process, and the revised LTA strategy incorporated Employability as an important aspect of LTA practice, as evidenced by the following extract:

"Theme 1

To be forward-thinking in the design of our courses and programmes supporting lifelong learning and anticipating and responding to changes in demand, providing vibrant and challenging learning opportunities by:

Providing learning opportunities that integrate e-learning into the curriculum, promote learner autonomy and embed Employability and personal development planning within the curriculum....

Employability is a university core value. We will strive to enhance, embed and integrate Employability skills and attributes within our learning, teaching and assessment activities. We do and will continue to do this through imaginative approaches that contribute to and expand the pedagogy of Employability, and demonstrate the impact this has on student learning outcomes and achievements.

We will establish personal development planning as an integral part of learning."

3 Faculty LTA strategies – the University moved from a School-based to a Faculty-based organisational structure in 2005. All four Faculties within SHU have developed their own LTA strategies and annual action plans in support of these strategies. All four strategies identify Employability as a key focus for the development of learning, teaching and assessment, indicating the extent to which Employability has become a shared value in pedagogical terms across the university.

Faculty roles and responsibilities – Faculty roles and responsibilities have been influenced by the adoption by the University of Employability as a key value, and by the impact of e3i. Examples would include:

- Teaching Fellows with an Employability remit e.g. in the Faculty of Development and Society.
- Principal Lecturer roles with an Employability focus e.g. in the Faculty of Arts, Computing, Engineering and Sciences, and the Faculty of Organisation and Management.
- Employability working groups, advising LTA Committees e.g. in the Faculty of Health and Wellbeing and the Faculty of Organisation and Management

4 Impact upon the course planning process – The impact upon the course planning process can be judged as significant. The template used for validation documents now requires specific details as to how Employability has been addressed in programme design by planning teams. University Standing Panel Chairs (senior academics within the university with responsibility for chairing the most important validation events for undergraduate, postgraduate, and collaborative provision) report an increasing interest and emphasis on Employability within documentation, with this being most apparent at the UG level. They also report an increasing interest in discussing Employability during validation events. (see appendix 3).

A review of validation documentation for the academic year 2005-6 has generated conclusions in relation to the engagement by course planning teams with the Employability Framework, and can be found in appendix 2.

A particularly interesting case study involves the Faculty of Organisation and Management, where all UG provision was revalidated in November 2006 (approximately *thirty* named awards in total with an annual first year intake of approximately *one thousand* students). As part of the planning of the new provision, an Employability Working group was established to advise on the embedding and integration of Employability within the new programmes. It recommended an Employability Pathway through all provision, which would attract resources (additional class contact time) in addition to the standard allocation to modules (a premium of 33%). An extract from the definitive document for these programmes, explaining the Employability pathway in more detail, is included as appendix 9.

5 Strategic developments emanating from the work of the SIGs - e3i has formed and directly supported the development of four Special Interest Groups: PDP, Workbased Learning, Career Management and Diversity, and Enterprise. These groups operate as communities of practice, involving and engaging with colleagues across the university to explore approaches to LTA in their area, reflect on current experiences, and collaborate on investigation, evaluation and the production of learning support materials. They are an important innovation in terms of encouraging a "bottom up" approach to educational change and quality enhancement, and are a key focus for

colleagues involved in developing innovative approaches to LTA. Membership of these groups is as follows:

PDP - 40
WBL - 25
CM&D - 22
Ent – 110

Examples of the work of these SIGs is provided below, by way of illustrating both process and outcomes.

The PDP SIG has undertaken a survey of approaches to PDP across the university, focusing on the utilisation and appropriateness of an electronic PDP resource which is available across the university, has undertaken focus groups with students to capture their perceptions and feelings of the PDP process (written up as a formal report), and his acted as a forum for discussions of E-PDP resources (such as Pebble Pad) where some courses have been early adopters. The PDP SIG is now the lead group within SHU for PDP innovation, development and evaluation.

The Enterprise SIG has developed the notion of the "Matrix" as a key project within the University. The following is an extract from a paper describing the Matrix initiative that was presented to the Universities Academic Development Committee:

The Matrix is

1. A show case, located in the Employability CETL, for giving information with relevance to enterprise education, on
   - University provision (courses, module)
   - What is being developed
   - What is being planned for future development
   - Staff expertise
   - Special events such as Staff Development events, mini-conferences etc.
2. A network of staff who
   - share ideas and support each other, and
   - help push forward the University's enterprise agenda

It may develop a third function.

3. A home to a University wide module(s) such as a Virtual Company or series of companies/organisations, perhaps called The Matrix (see proposal 5, below). "

Early projects and developments located in specific Faculties include:

- Brokerage with regional organisations - O&M to lead

- Final year Enterprise module with experiential learning the focus - FT students ('on' SW courses) - H&W to lead
- Ghost Company - for all FT [engineering] students - ACES to lead
- Module(s) on Social Entrepreneurship - D&S to lead. Hallam Volunteering to participate
- A set of University wide Virtual Companies/Organisations - Enterprise Centre to lead

The Matrix is emerging therefore as an important catalyst for promoting Enterprising education within the University, and has started to leave its imprint upon aspects of course design in selective programmes.

The Workbased Learning SIG has facilitated a student led conference where educational practitioners have shared their knowledge and approaches which are grounded in and have evolved as part of their professional experience.

The Career Management and Diversity SIG has organised a Summer conference and a number of workshops focusing on aspects such as employers' approach to diversity in the context of recruitment practices, the approach of graduate recruiters to the recruitment process more generally, and the nature and use of psychometric tests in the recruitment process. These workshops have been targeted at colleagues and academic members of staff who support students in securing work placements and who advise students on professional opportunities post graduation. In addition, the SIG is undertaking research to illuminate the recruitment practices of employers in an age of widening participation.

6 Impact on learning environments - CETL capital monies have been used to refurbish and kit out teaching spaces within the University to be used explicitly for Employability learning and teaching. So far three learning spaces have been completed. These spaces have been designed for different purposes and with different functionality: the "Boardroom" is designed in the way of a conventional company boardroom, and is earmarked for use with students on such things as consultancy projects with employers, career development meetings with students, and work placement preparation. The 'Learning Lounge', with its comfortable/social seating and supportive decoration, is designed to encourage group, communitarian and constructivist approaches to learning. The 'Group' teaching space has technology to support small group learning and activities within one space, with facilities to share the outcomes with the wider group, and in-room cameras for video ethnography.

The rooms have been an important resource for supporting Employability learning and teaching, and have provided a physical presence for the CETL within the University. A flexible and responsive approach to timetabling and room bookings has meant that tutors can block book the rooms, or time table irregularly, as deemed appropriate to learning sessions, which encourages innovation in delivery. One example of this is the preparation for placement block week designed by a CETL Associate, where students are prepared to

"hit the ground running" when they take up placement via an intensive block week that mirrors some of the early activities students will be involved with in their placement. Having space that can be used and booked in this way is seen as important in supporting Employability teaching, but there are tensions between maximising room utilisation and allowing flexible booking arrangements in this context.

An extension to the Adsetts Learning Centre is under construction, and a major part of the design brief was that the space should support autonomous learning, which is a feature of the University's Employability Framework. Part of the extension will have a student managed space to support group and team work, once again with the tools for these approaches readily available. The University has purchased software (IPTV) to enable student generated rich media content to be shared and displayed around the campus.

We have also invested in an immersive virtual reality environment, which will be student managed, to promote the idea of students as producers of content and knowledge, to support skills development relevant to many professional contexts, and give a real world feel to learning activities. Many more areas of the campus are now wireless to facilitate autonomous individual and group learning to happen in informal learning spaces.

5.4 Effects on teachers

The effects of the work of e3i on the work of teachers can be divided into direct and indirect effects. In the former category are included all CETL funded projects and, in particular, the work of the Associate Directors and Associates. The package of support provided by e3i in this context (honoraria, work load buy-out, support for research) has proved to be energising (15 applications were received in 2006-7 for 8 Associateships), motivating (most Associates are interested in further developing their work during 2007-8), and crucial, in that the work would not have been undertaken if not supported by e3i (see appendix 4, personal evaluations of Associate projects).

In addition, the projects undertaken by Associate Directors and Associates have been leveraged in various ways within the Faculties, or have provided inspiration for other colleagues to develop in similar ways. An example here would be the student led conference for sports students, which took place in the faculty of Health and Wellbeing in 2007, which has led to a student led conference being planned for incorporation within the curriculum of some physiotherapy students during 2007-8 in the same faculty. Another example would be the learning and development arsing from the Formula Student project in the Faculty of ACES, which is planned to be used in a different subject area during 2007-8.

In terms of indirect effects, the work of the CETL in championing Employability within the institution has led to an increased focus on Employability within

both the course planning process, and LTA practices at a more detailed level, as evidenced by the research reports in appendix 1 and 2.

5.5 Effects on learning designs

Effects on learning designs are identifiable at both the systematic and individual level of practice. An example of the former would be the Employability Pathway in the Undergraduate Programme in the Faculty of O+M, described above. There are examples of courses in other Faculties that have developed a systematic approach to embedding Employability, as evidenced by the report in appendix 2. In addition, aspects of Employability are being addressed within specified modules, to a greater extent than previously. For example, the introduction of a Small Business module on the Undergraduate programme in Early Childhood Studies. On balance, there is still work to be done to promote and encourage a systematic approach to embedding Employability within curricula.

There is evidence from the report in appendix 2 that learning activities that support Employability are increasingly apparent. The examples provided in sections 5.3 and 6.2 of this report also illustrate innovative approaches to Employability teaching. There are now some excellent case study examples of Employability teaching within the University, and a need to communicate and publicise these further to encourage future developments.

Interactive and multimedia technologies are used increasingly to support the development of Employability skills. One example here would be the virtual peer mentoring described in section 6.2. Another example would be a CD Rom to support career management skills used in an Undergraduate Early Childhood Studies programme. The CETL rooms are well equipped with a supportive IT infrastructure in this context. In addition, one of these rooms incorporates equipment to be used in video ethnography, although due to recent installation, this has not been used as yet in an active learning context.

Overall, there is evidence of the impact of the CETL on learning designs, and a sound basis to increase this impact going forward to 2010.

6.0 Lessons learned and future adjustments

6.1 Overview of new knowledge about how student learning may be enriched and enhanced

We have introduced our views concerning Employability learning and teaching in section 3.1. With respect to the nature of Employability learning activities, we believe they contribute to Employability if they have the following characteristics: they are predicated upon students demonstrating autonomy; they incorporate the utilisation of intellectual, subject, professional and key skills; they reflect issues and modus operandi found in the world of work; they encourage students to reflect on the outcomes of learning; they are linked to and positioned within a process of Personnel Development Planning; they encourage students to be enterprising in their behaviour. In addition, we

believe that the integration of workbased learning within the curriculum provides the opportunity for students to use theory within practice, and develop theory from practice, as well as reflect on the nature of Type ii knowledge (in contrast to theoretical and propositional knowledge) and thereby understand the characteristics of knowledge generated within the workplace, a crucial issue in a post-Leitch world. Finally, our work supports the importance of integrating career development learning within the curriculum, in contrast to a reductionist view of career awareness support, often provided on a voluntary and stand alone basis by university career departments.

6.2 Emerging teaching practices

The work of colleagues associated with e3i is contributing to an emerging pedagogy of Employability, which is being shared within the university and disseminated more broadly within the HE community. This is seen as an important development as there is considerable interest across the sector in effective and innovative ways to develop Employability skills and attributes. The following headings and examples illustrate the different facets of a pedagogy of Employability.

Integration of Employability teaching within and alongside the traditional curriculum – The Formula Student Project, developed by an e3i Associate, involves a team of students who design and build a racing car. Students undertake different roles in the design and build team, and elements of this process are incorporated within specific modules taken by the students.

Additional Employability teaching within a course - The MSc Human Resource Management/Development programme, with input form an e3i Associate, has developed an Employability module comprising learning through a residential activity, learning through placement, and through a management report of a current HR issue within an organisation. Students who complete an associated portfolio to a required level gain a certificate to evidence the Employability skills gained.

Employability resources for learning, teaching and assessment – Work undertaken by an e3i Associate Director has produced a Career Learning module guide incorporating learning outcomes and assessment criteria; a structured programme of lectures and PowerPoint slides, with tutor notes and prompts; a brief tutor information booklet incorporating practical and theoretical approaches to Employability and the development of career management skills, as well as instructions how to use the resource. These resources can be used to build a complete, validated Career learning module or they can be used to support individual learning sessions/activities within other modules.

Innovative teaching practices which support Employability - One example would be the work undertaken an Associate Director who has led developments to draw upon the skills and expertise of language students to

promote and support language learning in local schools; these activities will be extended to involve students in the planning of events/programmes, and to certificate the employability skills enhanced in this process.

Sharing of approaches to employability teaching and resources across faculties - The Matrix project (described earlier in the report) provides an innovative forum for students to collaborate in learning experiences which have an Employability and enterprise focus both within and across faculties.

Employer involvement in the learning experience – Led by an e3i Associate Director, the European Challenge is an EU (Socrates) funded intensive programme which brings 80 students from 8 European institutions together to work in multidisciplinary, multicultural teams on a complex consultancy project simulating the relocation of a 350 person financial services organisation to a new headquarters building in Europe. e3i support has allowed the 'massification' of the project by creating DVDs which simulate the real experience of engaging with Boards of Directors (actual Board Members make an input into the DVD material) and visiting numerous potential relocation sites across European cities. Several major employers will be attending the final student presentations as part of their European recruitment processes. Discussions are on-going about the project forming an alternative assessment centre for a particular firm for its European graduate recruitment.

Student centred and activity based approaches to learning to enhance Employability – Developed by an e3i Associate, the intensive placement preparation week for students studying on an undergraduate programme in real estate comprises role play, exercises and simulations of real world organisational issues designed to introduce students to and encourage them to reflect upon their performance in these as they prepare to progress to their work placement.

Another example here relates to the European Challenge project (described above) supported by e3i.

Students as co-producers of knowledge and resources – two examples here would be the career management skills CD Rom, which features significant student input, and the European Challenge project.

When asked whether the project she was working on had influenced her professional values and practices, one of our Associates replied "Yes, it has made me more aware of the importance of acknowledging and using the expertise of students within training courses."

6.3 Implications for university systems and practices

The following are identified as important implications for university systems and practices at SHU arising from the work and experience of the CETL; many of these would apply more broadly across the UK HE sector. This is an

extract from an e3i paper that was presented to the University's Academic Development Committee and the University Academic Board (November 2006 and February 2007).

1. The CETLs and the emerging LTA career path – there are a number of roles and posts within the University for colleagues with an interest in LTA issues to pursue. These include Head of LTA, LTA Co-ordinator, Teaching Fellow, LTA Fellowship holder, TQEF project leader etc. The CETLs, through their Associate Director and Associateship roles in particular, add another set of opportunities. It is important that these roles are incorporated within the emerging LTA career path within the university, and are recognised as such in terms of parity of esteem with other roles and activities.

2. The project work sponsored by e3i and undertaken by Associates who have successfully bid for resources provides a crucial stimulus to pedagogical development which impacts directly upon students. Having said this, it is important to ensure that this work aligns with Faculty priorities and does not overlap with other LTA initiatives. This means that Faculties need to be clear about their priorities and that issues of communication and co-ordination are dealt with appropriately.

3. e3i would argue that there is no significant difference between good LTA practice and LTA practice that supports Employability, but this does beg the question for subject areas and disciplines as to how deeply they wish to embrace the Employability agenda and what this means for programmes, and how these discussions are best facilitated within Subject and Course teams.

4. The work of the CETL is to encourage engagement with the Employability Framework across the University. As part of its activities, e3i will be evaluating and monitoring engagement with the Framework, but it would be useful to explore whether this could or should be embedded within regular quality assurance/enhancement processes.

In addition, feedback from the University's QSME conference which took place in January 2007 and the findings of an e3i research report, suggest that it would be worthwhile to revisit the Employability Framework, with a view to updating some of the categories and including some that were not present originally e.g. information skills and literacy.

5. Both e3i and CPLA have placement students working with them again this year. The general feeling is that having placement students, who contribute to the development and evaluation of projects and initiatives, has been invaluable for introducing the student voice at points where it is often not present in such work. There are lessons here for the University's current discussion on student engagement and how to maximise and facilitate this.

6. Pedagogic developments that enhance Employability are rooted in the course or module experiences of students. However, the modular approach to educational design can work against more ambitious, wide-ranging, or

integrated approaches to innovation; subject and course planning groups will need to respond to this.

7. The Faculties are now responding to the Employability agenda by creating roles/posts with responsibilities in this area e.g. D&S now have a Teaching Fellow for Employability, and ACES have a PL with responsibility for Employability within the Faculty. It is important to co-ordinate roles, linkages and aspects of communication between e3i and colleagues within Faculties to ensure the effective use of resources and expertise in this context. This point is also relevant for other important developments in LTA practice where Faculties have appointed leads.

8. Part of the mission of the CETLs is to encourage innovation in teaching and learning. In turn, such innovation often challenges attitudes, processes and systems that are deeply embedded within the university e.g. timetabling, room booking, the ability to deliver off- site etc. An important factor in terms of innovative Employability pedagogy will be the extent to which the University can offer flexible responses in terms of these aspects of the support infrastructure, without jeopardising aspects of efficiency in resource allocation and utilisation.

6.4 Any sector wide multiplier effects

The focus for the first two years of e3i's activities has been primarily internal to Sheffield Hallam. This is not to say that the external dimension has been ignored (see section 5.2 for e.g. for details of connections with external partners), but that, given the objectives of the CETL, aspects of institutional change have been the priority. In addition to 5.2 above, members of e3i have been guest speakers and presented papers at a range of external events, reflecting upon and advocating the messages contained in section 6.1 and 6.5, and thereby contributing to the developing notion of Employability pedagogy and change within higher education institutions.

The internal event organised to celebrate the work of the University's CETLs in April 2007 demonstrated that, via the workshops run by Sheffield Hallam colleagues, Employability is something that can be embraced by all subject disciplines, and that it is not relevant only to subject areas with an explicit vocational focus.

The change model adopted by e3i has been shared at international conferences, and has also been the focus of a day workshop with the Nottingham University CETL, which has much in common with e3i. Whenever and wherever this is discussed there is considerable interest, and the intention is to disseminate this more broadly, and contribute to the debates and initiatives across the sector which are exploring change and quality enhancement within HEIs.

Finally, we have been active in professional body recognition of the CETLs. One of the Associate Directors of e3i is a Board Member of RICS (Royal Institute of Chartered Surveyors). He has been leading a group examining the Research Threshold standard of the Institute. In the past the RICS has used RAE scores as a threshold, however this has been renamed as an "Innovation" standard to recognise that RAE is a very blunt instrument and does not necessarily capture innovation in teaching and dissemination of research into teaching.

The RICS in its new approach is recognising a basket of indicators - CETL activity within the Built environment area has been included and a recognition that CETL status is prestigious and involvement of CETLs within Built environment disciplines should be recognised alongside RAE and other indicators.

6.5 Adjustments and future plans

The introduction to the first annual operating plan summarised a revised approach with respect to the bid document:

"In the first year of the CETL, we will focus on understanding the Employability context; mapping current initiatives and perspectives and raising awareness. The formation of 8 Special Interest Groups will create an inclusive community of practice linking the other SHU CETLs, internal and external stakeholders, and all the other quality enhancement activities at the University to create a multiplier effect to facilitate change and innovation. In the longer term special interest groups will be the focus for facilitating a series of products and projects to generate a set of tools and resources which can be deployed within faculties, and elsewhere, to bring the employability framework alive."

(First annual operating plan for the CETL)

Engagement of staff and departments with the work of the CETL was to be achieved in a number of ways:

- **Communication and positive engagement** with, for example subject groups, Heads of LTA and LTA co-ordinators, Student Support Services, Hallam Volunteering, Course Leaders, PDP co-ordinators, Quality co-ordinators, etc.
- **Course Planning and Validation** with course and subject teams.
- **Facilitation of projects, creation of tools and production of resources** through the special interest group network.
- **Collapsing of boundaries between CETLs, Faculties, Departments and Teams.**

(First annual operating plan, page 5)

The e3i team has been impressed by the amount of change at different levels within the institution that this approach has brought forth, and will continue to

operate on this basis. In addition, a priority in the operating plan for year 3 is to develop and implement a consultancy approach to supporting colleagues in both curriculum and LTA development across the University. This approach will allow course and subject teams to bid for blocks of e3i time to help, advise and support academics in situ as they engage with the Employability Framework in both planning and innovation.

6.6 Reflections on the idea of a CETL as a change strategy

The CETL initiative is a high profile national initiative which the University has been keen to be involved with. The three University CETLs have a high profile internally, and have impacted upon University strategies (e.g. the institutional LTA strategy) and operations (e.g. the course validation process). The e3i experience is that a CETL can have a significant influence over both the culture and priorities of a university, given the resources and personnel that are involved. In addition, they are a significant boost to the focus and emphasis on quality enhancement within universities, and provide a non-bureaucratic and innovative approach to fostering change. They act as a becon to attract colleagues interested in LTA innovation, and provide career development and CV building opportunities to those involved. They are a stimulus to personal and professional development (see the self evaluation reports of the Associate Directors, appendix 4), and present challenges for university systems and procedures (see section 6.3), challenges which need to be met in an age of 'supercomplexity'. Finally, and most importantly, the work of the CETLs is making a direct and positive impact on the student experience:

"If you had ran something like the block week and maybe even this whole module in the first year I would have been a lot more confident going and finding a placement job not down sort of traditional routes of just going and working for an agent but maybe looking sort of further afield working just for companies doing acquisitions or going into the management side so I think if they ran it sort first/second year I think it would give people a lot more confidence before their placement but ... I think this has been sort of the icing on the cake for the third year for us because I couldn't be leaving university on sort of a higher note than what I have doing this course".

Student who participated in one of the e3i projects run by an Associate Director.

APPENDICES

These can be accessed via the e3i web site:

http://extra.shu.ac.uk/cetl/index.html

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

2 Report on the Employability Aspects of Faculty Validation Documents 2005-6, Nicola Barraclough and Ian Woolsey.

3 Report on University Standing Panel Chairs' Perceptions of the Employability Dimensions of the Validation Process, June 2007.

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

5 Report on the Employability Considerations of Faculty Academic Boards and LTA Committees, 2005-7.

6 A Commentary on the Change Models and Processes Proposed in the two Institutional CETLs, Abbi Flint, June 2007.

7 Approaches to Educational Change in Higher Education Institutions – the Case of the Centre for Excellence in Teaching and Learning in Employability at Sheffield Hallam University, UK, David Laughton, June 2006.

8 The Sheffield Hallam Employability Framework.

9 The Employability Pathway in the Undergraduate Programme of the Faculty of Organisation and Management, November 2006.

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