Review of good practice in employability and enterprise development by Centres for Excellence in Teaching and Learning

A report for HEFCE by Val Butcher (consultant), Judith Smith, Jane Kettle and Laila Burton, the Higher Education Academy

January 2011

Executive summary

There is a wealth of good practice emerging from the employability and enterprise-related Centres for Excellence in Teaching and Learning (CETLs). The Higher Education Academy (HEA) undertook a review of the outcomes of these CETLs on behalf of the Higher Education Funding Council for England (HEFCE) to identify and further disseminate this good practice. The aim of the review was to:

- elicit evidence of innovation and demonstrate where CETLs have been at the cutting edge of practice in employability and enterprise;
- provide clear evidence of the extent of this good practice to other stakeholders;
- provide a commentary quantifying and assessing the learning achieved to contribute to the broader understanding of the impact of the CETLs;
- provide a repository of resources to support and inform HEIs to enhance their own practice;
- propose options for 'future-proofing' the achievements.

The review took place between June and September 2010 at a time when the CETLs funding was at an end and there were changes to staffing patterns. However, there was still a comprehensive and rich response from the CETLs approached and 29 CETL staff from 18 of the 22 CETLs contacted to take part in this research contributed.

A desk-based review of the CETL self-evaluations was supported and extended by in-depth face-to-face and telephone interviews with 17 CETLs. Interviews took the form of a semi-structured questionnaire, and also allowed respondents to select and describe examples of resources to demonstrate good practice. Particular care was taken to gain a clear impression of the impact of each CETL on the key stakeholders, and interviewees were asked to assess, with evidence, their impact upon four stakeholder groups: students, staff, institutional management and employers.

The review was contextualised with an exploration and discussion of the development of employability and enterprise learning in the sector, and the report places the work of the CETLs within this context, providing an outline of the CETL development, dimensions of employability and enterprise and recent policy developments in the field.

Detailed aspects of the findings have been divided into three sections: **Part 1** considers how the CETLs have impacted on different elements of higher education (HE) policy and practice. The CETLs have contributed significantly to achieving institutional change through influencing the priorities and aspirations of many institutional managers and consequently have been able to influence institutional processes and procedures. The requirement for senior management buy-in to champion the ambitions of the CETLs has been particularly important, and there are examples of how this has resulted in VC and PVC engagement. A key imperative of many of the CETLs was to embed employability and enterprise development as part of a teaching and learning strategy. The review describes successes in this area that should lead to embedding and sustaining the work beyond the CETL, particularly those elements for influencing the curriculum and around innovative pedagogical approaches. One CETL, for example, has developed a useful model for employability

development in the curriculum that provides an example of transferable practice, while another demonstrates an example of participating in cross-institution curriculum review. It was important that any new approaches to curriculum development and pedagogy are evidence informed; several CETLs underpinned their development with research and evaluation, and some examples are highlighted below.

Part 2 examines the extent of stakeholder engagement with the CETLs and the impact CETLs have had. They aimed to enhance teaching practice and disseminate this good practice to the wider academic community including students, academics, careers advisers and other student support staff, and also external stakeholders such as employers and businesses. CETLs have taken different approaches in the ways they have engaged students in their developments. Evidence is presented that demonstrates students' enhanced awareness and understanding of employability development and changes of practice in involving students. The review has identified examples of how students have been included as partners in curriculum design, as reflective practitioners (an integral part of their employability), and as entrepreneurs. The CETLs have also encouraged the development of a national network of students, which continues to influence institutional approaches to student engagement in the curriculum.

The engagement of staff working at different levels and with different roles across an institution has been central to the success of CETLs. Examples are provided of how CETLs have disseminated their work, and how communities of practice have been encouraged and flourished. CETLs have supported university staff in their engagement with employers. Some CETLs have enhanced their approaches to traditional employer involvement in work placements and work-related learning and extended this involvement into curriculum design and delivery.

Part 2 also provides a brief introduction to some of the resources and materials that CETLs have produced to support both students and staff and explains that these will be accessible via the HEA website. The section highlights classroom-based toolkits, web-based resources, staff development activities and resources for developing work-related experiences within the curriculum. These examples of work experience, work-based and work-related learning represent only a small proportion of the developments in this area of learning supported by the CETLs. They illustrate the capacity of the CETL initiative to extend existing practice into more diverse and challenging opportunities and to create a momentum that was less perceptible before.

This report celebrates the successes of the employability and enterprise CETLs. It has shown examples of CETLs impacting upon institutional strategy and senior management awareness, significant innovations in curriculum development and assessment methods, and an abundance of methods and materials for employability and related areas. Staff development and the dissemination of exemplars within and across institutions have accelerated, and one of the most significant changes noted in the many examples is how employability and enterprise development has been embedded in mainstream teaching and learning. Students have been drawn into learning partnerships in a number of ways and have contributed to strategies for engaging their peers, and innovative approaches to employer engagement have been explored including support for academic staff to work effectively with relevant employer partners.

The employability and enterprise learning CETLs have produced excellent resources, which have demonstrated that they are worthy of continued support. The legacy of the CETLs is, therefore, of great importance to the higher education sector, and should be sustained and prioritised even in the context of reduced resources.

Introduction and context

Background

This report is a resource for policy makers, practitioners and researchers who are interested in understanding more about the nature of employability and enterprise learning in higher education institutions (HEIs). It explains the development of this aspect of learning and teaching and provides examples of good practice, what works well and how significant improvements and developments have occurred over the last few years.

The report is the outcome of a review of good practice emerging from the employability and enterprise-related Centres for Excellence in Teaching and Learning (CETLs). The Higher Education Academy (HEA) undertook a review of the outcomes of these CETLs on behalf of the Higher Education Funding Council for England (HEFCE) to identify and further disseminate this good practice.

The CETL initiative commenced in January 2004 when HEFCE published an invitation to HEFCE-funded HEIs and further education colleges (FECs) with more than 500 full-time equivalent directly HEFCE-funded HE students to bid for funds for CETLs. The purpose of the CETLs was "to reward excellent teaching practice and to invest in that practice further in order to increase and deepen its impact across a wider teaching and learning community" (HEFCE 2004/5, Para. 2[1]). Of the 33 bids for funding related to employability and enterprise learning 19 were supported, and a further three have since been identified as relevant to these areas. A total of 22 CETLs have been approached for information, most of which have just completed their funded programme, and 18 contributed to this review.

The aim of the review is to:

- elicit evidence of innovation and demonstrate where CETLs have been at the cutting edge of practice in employability and enterprise;
- provide clear evidence of the extent of this good practice to other stakeholders;
- provide a commentary quantifying and assessing the learning achieved to contribute to the broader understanding of the impact of the CETLs;
- provide a repository of resources to support and inform HEIs to enhance their own practice;
- propose options for 'future-proofing' the achievements

Key features of this report

The first part of this report explores what is meant by employability and enterprise learning and traces its development in England over the last 25 years. It then considers how the CETLs have impacted on different elements of HE policy and practice. This is followed by an examination of the extent of stakeholder engagement with the CETLs and the impact they

---

[1] HEFCE (2004) *Centres for Excellence in Teaching and Learning: Invitation to bid for funds*. Available from: http://www.hefce.ac.uk/pubs/hefce/2004/04_05/ [accessed 21 January 2011]

have had. **Part 2** highlights some examples of good practice resources and the review concludes with a reflective summary.

Part 2 in particular will appeal to practitioners in the sector because this report explores the range of evidence-informed resources produced by CETLs that impact on the student learning experience with respect to employability and enterprise. It highlights and describes selected exemplars, which have been arranged across a series of themes. These themes include entrepreneurship, work-related learning, work experience and work-based learning. The resources include toolkits, activities, materials and resources for staff and students, open learning resources, research, evaluation and impact measures, teaching and assessment practices, career management developments (including the use of personal development planning), engagements with employers, specific discipline-related developments, institutional strategy developments (including the use of data sources and/or tracking graduate outcomes) and staff development. Evidence of student engagement and enhanced understanding, and use of materials produced by students is also highlighted.

Methodology

The research for this project took place between June and September 2010. The CETLs had commenced at various points between March 2005 and February 2006 and although the majority came to an end in March or July 2010, a few, including SCEPTrE at the University of Surrey and CSLP at Birmingham City University, will continue into the 2010-11 academic year. In a number of cases, including the majority of the CETLs reviewed here, the work of the CETL has been absorbed into the mainstream provision of the institution or staff have returned to the role from which they were seconded and can build upon the CETL experience. Some have temporary transitional arrangements for a further year, which will be reviewed. Despite the changing environment, there was still a comprehensive and rich response from the CETLs approached. Twenty-nine CETL staff from 18 of the 22 CETLs contacted to take part in this research felt able to contribute. The participating CETLs are listed on page 8.

A desk-based review of all the available CETL self-evaluations provided a wealth of evidence of good practice. This was supported and extended by in-depth face-to-face and telephone interviews with 17 CETLs. Interviews took the form of a semi-structured questionnaire, and also allowed respondents to select and describe examples of resources to demonstrate good practice. Particular care was taken to gain a clear impression of the impact of each CETL on the key stakeholders, and interviewees were asked to assess, with evidence, their impact upon four stakeholder groups: students, staff, institutional management and employers. They were guided in their assessment of whether they felt they had achieved, among their stakeholders:

- awareness: the target audience will know the project, and the issues it addresses, exists and broadly what it is trying to do;
- understanding: the target audience are likely to be able to make informed and reasoned decisions on whether or not to use the materials or methods produced by the project;

- action: some change of practice inspired by, and making use of, the materials or processes produced by the project[2].

Articulating the impact of employability initiatives is difficult, because there are so many external variables influencing student outcomes, including individual choice and institutional approaches and attitudes. There is a temptation to stick to 'safe' quantitative self-assessment criteria, which are often quite meaningless (e.g. how many more graduates get jobs in a particular timescale). There is a risk that projects that seem to have, for example, a lot of employer engagement are not able to give a clear indication of what this might be or what it might achieve. These criteria also give a basis for taking into account broader levels of impact, as in some circumstances it may be better to raise the awareness of 1,000 stakeholders than act with 20 and in others it may be the reverse.

Resources and approaches highlighted in this report have been categorised for ease of reporting but in many cases the resources/outcomes described often have multiple impacts and so may appear in the section felt to be most appropriate, with cross-referencing if referred to under more than one section. Following this research a central repository of resources and materials from the CETLs will be available on the HEA's website. This will provide access to the good practice and will be added to over time as a growing body of reference.

CETLs included in the research

The following CETLs provided information to support this research project:

ALPS: Assessment and Learning in Practice Settings, University of Bradford, University of Huddersfield, University of Leeds (lead), Leeds Metropolitan University and York St John University.

Bridges: Personal Development Planning, University of Bedfordshire.

CCMS: Centre for Career Management Skills, University of Reading.

CEDP: Developing Professionalism, University of Liverpool.

CELPL: Leadership and Professional Learning, Liverpool John Moores University.

CEPPL: Professional Placement Learning, University of Plymouth.

CETH: Employability through the Humanities, University of Central Lancashire.

CETT: Training for Theatre, Central School of Speech and Drama.

CEWBL: Work-Based Learning, Middlesex University.

---

[2] Adapted from David Baume's use of the Fincher and Hall & Louk's models, An Evaluation Process for ESECT (2003).

CLSP: Stakeholder Learning Partnerships, Birmingham City University.

CIL: Centre for Integrative Learning, University of Nottingham.

e3i: Employability, Sheffield Hallam University.

Engineering: Loughborough University.

Institute for Enterprise: Enterprise, Leeds Metropolitan University.

PBPL: Practice Based Professional Learning, The Open University.

SCEPTrE: Professional Training and Education, University of Surrey.

White Rose: Enterprise, University of York, University of Leeds and University of Sheffield.

Write Now: London Metropolitan University, Liverpool Hope University and Aston University.

Part 1: Dimensions of employability and enterprise development in higher education

This commentary places the outcome of the CETL developments within contemporary debates about employability and enterprise learning in UK higher education.

The CETLs in context

There are different interpretations of what is meant by employability and enterprise. In early 1998, the DfEE commissioned the Institute for Employment Studies to come up with a definition and framework for employability to help inform future policy developments. This definition of employability being about having the capability to gain initial employment, maintain employment and obtain new employment if required, focuses upon evidencing and using skills rather than the learning of skills and other attributes through the higher education process, and has not been widely used for learning and teaching purposes. Knight and Yorke (2004) developed a curriculum model rather than a definition, which provided the basis of the development of much employability learning through the work of ESECT (the Enhancing Student Employability Co-ordination Team). In this 'USEM' model, employability is influenced by four broad and interrelated components:

> **U**nderstanding (subject knowledge and understanding);
> **S**kills (generic and transferable);
> **E**fficacy Beliefs (students' self-theories and personal qualities and belief that they can make a difference);
> **M**etacognition (self-awareness and ability to reflect on, in and for action)[3].

An early definition of employability by Sewell at the Centre for Employability, UCLAN, was also adapted by ESECT: "A set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation(s) to the benefit of themselves, the workforce, the community and the economy", and has subsequently been updated by Dacre Pool and Sewell (2007)[4]. Many institutions embraced self-reflection and some form of personal development planning in their definition.

In 2006, Watts observed: "definitions of employability can focus on immediate employment, on immediate employability, or on sustainable employability. The third of these, in particular, requires attention to be paid to longer-term career development"[5], and this has been illustrated by the work of some of the CETLs, which developed their own 'employability

---

[3] Knight. P. and Yorke, M. (2004) *Learning, curriculum and employability in Higher Education*. London: RoutledgeFalmer.

[4] Dacre Pool, L. and Sewell, P. (2007) *The Key to Employability. Developing a practical model of graduate employability. Education + Training*. 49 (4), pp. 277-289.

[5] Watts, A.G. (2006) *Career Development Learning and Employability*. Learning and Employability Series 2. York: Higher Education Academy.

frameworks' based on clear perceptions of how their curriculum could articulate their definitions of employability.

The notion of employability skills development within the curriculum has become more important across the education landscape and currently there is debate within the HE sector about how opportunities for skills development within the curriculum are not only highlighted and shared with students but also recorded and possibly assessed, in order to be articulated to potential employers. The UK Commission for Employment and Skills (UKCES), in 'The Employability Challenge'[6] developed a framework for the skills it considers important to employability. These include: developing a positive approach to work and employment; using numbers, language and IT effectively; self-management; thinking and solving problems; working together and communicating; and understanding the business. Evidence shows the majority of employers are happy that graduates demonstrate most of these skills, but there are concerns that students have less understanding of the world of work and business needs[7]. The UKCES report observed that "In broad outline, developing employability skills entails:

- experiential action-learning: using skills rather than simply acquiring knowledge;
- placing emphasis on trial and error, and with a clear focus on the pay-offs for the learner in employment and progression;
- work experience: a work placement in an actual business, or an authentic classroom simulation based on a real workplace;
- opportunities for reflection and integration."

There is a growing interest in skills developed through work experience and work placements. Again some of the CETLs have focused on these aspects and have developed interesting practice in these areas.

For some institutions there is a focus on highlighting the broader attributes their graduates have in supporting their future employment. Across the UK, Scotland has been particularly active in identifying graduate attributes through the outcome of QAA Scotland Enhancement Themes projects. Currently all 20 Scottish HEIs are working on the 'Graduates for the 21st Century' Enhancement Theme to address what should be the attributes of a graduate from Scottish higher education in the 21st century and how the achievement of these attributes can be best supported[8]. Identifying graduate attributes potentially could contribute to a broadening out of the requirements for employability development in future years: "The 'attributes' in question are the high-level generic attributes that are necessary to allow our graduates to contribute to and thrive in a super-complex and uncertain future where the

---

[6] UK Commission for Employment and Skills (2009) *The Employability Challenge. Full Report*. London: UKCES.
[7] Ibid., p. 11.
[8] See: http://www.enhancementthemes.ac.uk/themes/21stCGraduates/default.asp.

ability to question, collate, present and make judgements, quite often with limited or unknown information, is increasingly important."[9] These include:

- critical understanding;
- subject/discipline knowledge;
- an awareness of the provisional nature of knowledge, how knowledge is created, advanced and renewed, and the excitement of changing knowledge;
- the ability to identify and analyse problems and issues and to formulate, evaluate and apply evidence-based solutions and arguments;
- an ability to apply a systematic and critical assessment of complex problems and issues;
- an ability to deploy techniques of analysis and enquiry;
- familiarity with advanced techniques and skills;
- originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments;
- an understanding of the need for a high level of ethical, social, cultural, environmental and wider professional conduct.

The development of entrepreneurial skills and encouraging enterprise is important within the employability context. Current notions of what it means to be enterprising draw upon the characteristics of the enterprise mindset, which constitute a set of personal skills, attributes, behavioural and motivational capacities (associated with those of the entrepreneur), but which can be used in any context (social, work, leisure etc.)[10]. Prominent among these are, for example, intuitive decision making, capacity to make things happen autonomously, networking, initiative taking, opportunity identification, creative problem solving, strategic thinking and self-efficacy. The latter focuses upon creating empathy with the 'life world' of the entrepreneur and entrepreneurial ways of doing, thinking, feeling, communicating, organising and learning[11].

To summarise, 'employability and enterprise' must be understood to include not only employability, enterprise and entrepreneurial development within the curriculum, but also:

- teaching and assessment practices;
- toolkits and resources for academic staff;
- innovative work-related learning;

[9] Jenkins, A. (2009) *Research-Teaching Linkages: enhancing graduate attributes. Overview: the aims, achievements and challenges from the Enhancement Theme*. Available from: http://www.enhancementthemes.ac.uk/documents/ResearchTeaching/QAA292Overview260509.pdf [accessed 21 January 2011].

[10] Wilkinson, D. and Aspinall, S. (2007) *An exploration of the term 'Commercial awareness': What it means to employers and students. NCGE Research Report 005/2007.* Birmingham: NCGE.

[11] European Commission (2006) *Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning.* COM (2006) 33 final. Available from: http://ec.europa.eu/enterprise/entrepreneurship/support_measures/training_education/index.htm [accessed 21 January 2011].

- work experience opportunities;
- career management developments (including the use of personal development planning);
- engagements with employers;
- specific discipline-related developments;
- institutional strategy developments;
- staff development.

The work of the CETLs, and indeed current considerations of enterprise and employability, have not emerged from a policy vacuum, but are the result of incremental development of both policy and pedagogy. To gain a perspective on the achievements of the CETL initiative, it is helpful to view this major Government investment in the context of earlier initiatives upon which these CETLs have built. A number of programmes have, over the last 25 years, invested in project funding to improve the quality of student learning in higher education, including:

- Pegasus;
- Enterprise in Higher Education (EHE);
- the Teaching and Learning Technology Programme;
- the Fund for the Development of Teaching and Learning (FDTL);
- the Enhancing Student Employability Co-ordination Team (ESECT).

These projects were the precursors of the employability and enterprise CETLs, and provided a rich heritage, which has led to the creation of a community of practice and a mature pedagogy in these areas of learning. Further details of this context are provided in Appendix 1.

More than two decades of Government funding has had a major impact on the ways in which students' attributes have been enhanced to enable them to achieve more effective transitions into the world of work. The most noticeable impact is the increasing involvement of institutional managers and academics in curriculum change to develop employability. It is still a challenge to equip academic staff, driven by departmental, discipline-focused agendas, with the support and development they need to deliver what is now known as the employability and enterprise agenda, and increasingly, the notion of graduate attributes. It can also be challenging to engage students in learning processes that require them to take greater responsibility for their learning and articulate and use the attributes.

When the CETL programme commenced, the economic context of both institutional funding and the graduate employment market was very different to the economic climate that faces today's institutional managers, new graduates and employers. In June 2010, just as the CETLs were coming to an end, HEFCE invited its funded institutions to publish 'employability statements' by the end of August 2010 as a precursor to an overall review of public information that the Government has commissioned for Autumn 2010. The employability statements are intended to be short summaries of what universities and colleges offer to their students to support their employability and their transition into employment and beyond, complementing and clarifying what is already made available: "In a more competitive funding environment, in which students and employers may increasingly make a more substantial

contribution to costs, institutions also need to ensure they present effectively the benefits of what they offer"[12]. This requirement has been reiterated by the outcome of the Browne Review into higher education funding and the subsequent policy proposals by the Government on student fees[13]. Browne identified the increasingly important role to be played by the information given to students in making their choice of place to study: "Providing students with clearer information about employment outcomes will close the gap between the skills taught by the higher education system and what employers need."[14]

There is much to learn for the future from the range of approaches adopted by these CETLs. This reflective report highlights the exciting and innovative developments that are already having an impact on the student experience across these institutions. It also provides information on how these resources may be accessed easily.

---

[12] HEFCE (2010) *Circular letter number 12/2010: Employability statements*. Bristol: HEFCE.

[13] BIS (2010) *Securing a sustainable future for higher education An Independent Review Of Higher Education Funding & Student Finance*. Available from: http://www.independent.gov.uk/browne-report [accessed 21 January 2011].

[14] Ibid., Section 4.3, p. 31.

Part 2: Evidence of CETL impact on institutional practice

This part of the report provides specific examples of how the CETLs have impacted on institutional policy and practice, and on the development of pedagogy in employability and enterprise teaching and learning. Section 1 will be of particular interest to strategic managers and policy makers as it explores the ways in which they have influenced institutional change and enhanced teaching and learning practices. Section 2 should have widespread appeal as it reviews the ways in which CETLs have engaged with key stakeholders. Section 3 highlights examples of good practice to provide an illustration of the resources CETLs have produced that can be useful for others to replicate in their own settings.

Section 1: Influencing institutional approaches and teaching and learning

Knight and Yorke were prescient in predicting in 2004[15], at a time when the CETL initiative was just being developed, that "our analysis implies that many higher education institutions will need to change ... if they are to provide the programmes and undergraduate experiences that make for employability; they have transitions to make from being concerned only with academic practices into being organisations concerned to promote a range of achievements through good academic practices".

HEIs have changed considerably in their strategic approaches, and the CETLs have contributed significantly to achieving institutional change through influencing the priorities and aspirations of many institutional managers and consequently have been able to influence institutional processes and procedures. At a strategic level, HEFCE now requires that the institutions it funds must have statements about the support available to students to improve their employability and transition into work. One of the legacies of these CETLs is that the resources produced and developed will support all HEIs in that mission; they will be available to access through a repository of enterprise and employability resources on the HEA website.

The requirement for senior management buy-in to champion the ambitions of the CETLs has generally been important, and below are examples of how this has resulted in vice-chancellor and pro-vice-chancellor engagement.

Management engagement, institutional change and strategies

> *The academic leadership commitment to employability has to be associated with sufficient institutional sponsorship if it is to be taken seriously. This does not mean that a senior academic has to be 'the institutional expert' on employability, but rather that such a person has to understand enough about what it implies to take the role of*

---

[15] Knight, P. and Yorke, M. (2004) *Learning, curriculum and employability in Higher Education*. London: RoutledgeFalmer.

'institutional champion' (and the role has to be sustained if it is to be effective) in respect of development and implementation[16].

Although the CETLs did not, on the whole, overtly propose 'strategic development' as an initial objective in their plans, it was evident that many did in fact achieve this to a greater or lesser extent during the progress of the project: sometimes prompted by the institutional context; sometimes by changes in the CETL team; sometimes in response to new opportunities.

Institutional change

There was not the opportunity within the scope of this review to speak directly to senior managers in the institutions involved; however, there is sufficient anecdotal evidence that many employability and enterprise CETLs have made a lasting impact on the policy agenda of their management, and a number of CETLs acknowledged their role in the management of change.

- This was evidenced by CETT, Central School of Speech and Drama, where it was explained that: "it prompted the institution to be quicker to change and to understand the benefits of change. They have also seized the idea that there are a number of different ways of working and we have received HEFCE funding from the Leading Transformational Changes (LTC) initiative to extend these ways of working ... My job now is about collaboration and partnership development and the School has understood the value of that, and this is because the senior management understand what we have achieved."

- At Birmingham City University, the CLSP CETL supported a significant change management process across the University, ROLEX: Redesign of the Learning experience, which reshaped the validation processes within the University (see Curriculum development section on page xx): "The redesigning was to ensure that there was greater engagement of student and employers in the design of courses."

Some CETL teams gained leverage through participation in university processes.

- CCMS, at the University of Reading, was involved in internal discussions with senior management about employability. This helped catalyse a series of internal university-wide reviews that come under the remit of the Employment Review Group. The final CETL Director, recounts: "recently a senior manager said he thinks it unlikely that the review of employability would have been initiated had it not been for the way that we influenced the debate."[17] Similarly, a respondent from CELPL at LJMU[18] noted that "the CETL was influential in terms of institutional policy. The educational

---

[16] Yorke, M. (2004) *Briefings on Employability 4: A guide for busy senior managers*. York: LTSN and Prospects.

[17] University of Reading, Centre for Career Management Skills: http://www.reading.ac.uk/ccms/.

[18] LJMU, Centre for Leadership and Professional Learning (CELPL): http://www.ljmu.ac.uk/cetl/index.htm.

development unit was very much involved in writing the initial bid and we wrote into that a model of work related learning that we wanted to develop."

Senior management buy-in

The opportunities CETL projects have taken to attract linked external funding have impressed institutional managers:

- "Perhaps the major achievement of the (CLSP) is that Birmingham City University views it as being something that it wishes to sustain beyond the HEFCE funding period. This is in no small part due to the CETL's ability to attract external funding ... the newly formed Centre for Learning Partnerships will have a brief to support educational partnership development across further and higher education and with employers. Birmingham City University believes that its CETL has worked and that the values it espouses should continue."

- ALPS reports an excellent level of awareness achieved at PVC and VC level with those people attending meetings and or having individual briefings: "ALPS' major achievement has been the creation of a genuine collaborative partnership between five universities working with sixteen PSRBs. This has been possible because of a shared vision, endorsed and actively supported at VC and PVC level, together with excellent project leadership and management."[19]

Institutional strategies

There is evidence that in a number of cases, the employability and enterprise CETLs had broad impact on the institutions' policy makers, as evidenced by White Rose at the University of York:

- "If we're talking about the enterprise agenda, over the last 5 years we've seen a radical change in the view of enterprise by the centre. We started off and it was an accepted sideline, now it's mainstream. If we look at the proposal that an academic needs to submit to teaching committee for the approval of a new module, it now has a box on it that asks: what is the enterprise content? That is a big and welcomed step."[20] This demonstrates institutional commitment and recognition that enterprise is a key part of the learning experience at the University – and that the CETL, which is to continue with the staff remaining linked and active, played a significant role in this.

Embedding employability development as part of a teaching and learning strategy would be a key ambition of many of the CETLs. This should lead to embedding and sustaining the work beyond the CETL, particularly those elements around the curriculum and innovative

---

[19] University of Leeds *et al.*, Assessment and Learning in Practice Settings: http://www.alps-cetl.ac.uk/index.html.
[20] University of York, White Rose Centre for Enterprise: http://www.york.ac.uk/enterprise/cetle.

pedagogical approaches. The following examples describe CETL successes in influencing teaching and learning strategies:

- In its self-evaluation, the Bridges CETL[21] recorded: "The new University of Bedfordshire has established a clear educational agenda for what it values in teaching and learning and how this will be accomplished. This has been driven by the CETL and will have a long-term impact on teaching and learning within the institution. It is an agenda that helps to inform decision-making at all levels. CRe8, and its educational ideas, are discussed routinely in senior management meetings and team meetings as part of a general institutional approach." (See Section 3: Examples of good practice: tools and resources on page 40.) Being located within the University's Teaching and Learning Directorate meant that Bridges helped affect institutional systems and policies, and was directly linked with other institutional activities notably research-informed teaching. Overall, the Bridges self-evaluation indicated, there was extensive evidence that this CETL has had a significant impact on teaching and learning within the institution. This was supported by a recent QAA audit.

- At the University of Plymouth: "the whole profile of WBL has been raised through the CETL because it was seen as a way of embedding the WBL work ... One of the things that was a direct consequence of our work is that we now have a Head of Work based and Placement Learning and that post came directly out of the CETL." The project also undertook an institutional risk assessment around work-based and placement learning and as a result of that identified a number of strategic needs for the institution to pick up.

Curriculum development

One of the most significant legacies of the employability and enterprise CETLs has been the contributions they have made to curriculum development and enhancement in HEIs, through a range of innovative and accessible initiatives. This sometimes impacted so widely that it shaped the institutions strategic thinking. The challenge of supporting academic staff to embed employability and enterprise learning into their mainstream curriculum can be significant. Even where departmental staff are interested and willing, they often don't know where to start, or how to do it. Many of the outputs of the CETLs address this, but in addition, some of them have constructed a whole new approach to curriculum development that offers models of how mainstream programmes can incorporate and embed employability and enterprise learning. Below are examples of very successful initiatives.

---

[21] University of Bedfordshire, Bridges: http://www.beds.ac.uk/bridgescetl.

Curriculum framework for employability at UCLan

CETH developed a UCLan Employability Framework (UEF©). The Framework provides a focused and standardised notion of what the institution should offer in relation to employability development within modules and programmes, while enabling employability to be delivered in a variety of ways by individuals and subject teams. It is designed to enable staff to recognise, categorise and label where employability is already being taught and assessed, and offers criteria for assessment. This approach offers a structure that retains academic independence and disciplinary rigour while providing the opportunity for staff to shape employability learning to suit their own discipline. The Framework is simple, and has been used and valued by non-specialists in employability across departments and although developed for arts and humanities disciplines initially, the relevance to other disciplines is clear. It provides a standardised system that validation panels can refer to and provides guidance on assessing and grading a range of employability elements including:

- personal development;
- work experience;
- subject skills;
- research skills;
- team-working;
- reflection;
- project planning and evaluation;
- innovation;
- communication skills;
- problem-solving;
- business skills;
- sector skills;
- social and cultural awareness.

Each of these aspects or attributes is presented as a coloured button and the 12 coloured buttons can be used to 'badge' modules, classroom activities, job descriptions and adverts, work-based learning and extra-curricular activities in relation to employability. This offers a standardised system to enable validation panel members and chairs to easily validate modules/programmes in relation to employability and provides a basis for students to develop their own personal and academic development. The Framework has also been developed through student engagement and students can use the information for their own personal and academic development and to identify their employability development through specific modules, classroom activities, job descriptions and adverts, work-based learning and extra-curricular activities in relation to employability: "in promoting understanding about and engagement with employability, it was apparent through feedback that the language of employability used in the first versions of the Framework was 'too academic' and either excluded students or failed to convey the benefits of enhancing their employability. By using student input, more accessible and user friendly versions of the Framework have been developed."[22]

Bridges and curriculum review

Bridges was involved in a comprehensive curriculum review. Bridges aims to build bridges between higher education and the world of work and across the divide between students and staff.[23] In responding to both the widening participation strategy of the institution and the personal and social background of students, Bridges developed a new approach to the curriculum that offered opportunities for all students to achieve outcomes that support future employability. The new curriculum was called 'CRe8: Curriculum review 2008'. Creating CRe8 was achieved through CETL Fellows and Associates working in teams, individual and collaborative funded projects across all faculties, staff away days and student involvement. This approach represents a shift towards a

[22] CETH (2010) *Self-evaluation*. Preston: CETH, University of Central Lancashire.
[23] University of Bedfordshire, Bridges: http://www.beds.ac.uk/bridgescetl.

"student-centred process of personalised learning and development, integrated into the curriculum so that it is experienced by all students". CRe8 unpacks in detail the characteristics expected of the new student experience: personalised learning; curriculum; realistic learning; employability; and assessment. Staff are guided in understanding exactly what that might mean in their curriculum. Within CRe8, for example, employability has the following dimensions:

1. Subject knowledge and understanding – a firm foundation in their subject and a curriculum that enhances their creative, evaluative, analytical and critical skills.

2. Vocational relevance and applicability – the curriculum helps bridge the transition into employment and develops the interpersonal and practical problem-solving skills required.

3. A career orientation – ambitious but realistic career aspirations and the career management skills to attain these aspirations.

4. Personal skills, attributes and independence – the lifelong learning skills required to benefit from education and to sustain their continued development.

5. Subject contextualisation – a national understanding and international awareness of the environmental, social and political dimensions of their chosen subject.

6. A sound value-base – students are exposed to the values and ethical expectations of their subject and are expected to display these characteristics.

Staff are encouraged to ensure that these aspects of employability are fully embedded in their curricula and that students could recognise and articulate the outcomes. On the basis of this, the 'SOAR' model[24] was developed, primarily for student use. Self, opportunity, aspirations and results are key words of the SOAR learning process. It is a student-centred process for integrating personal, academic and career development. This process enables students to identify and develop a range of 'graduate skills and attributes', moving towards professionalism. SOAR helps and supports students in taking responsibility for their own learning while studying, and in preparing for life beyond the University, but staff are also alerted to the building blocks of this process.

Learning outcomes, implications for curriculum content and assessment and how the abilities and attributes can be deployed and developed by staff are also articulated in some detail. This curriculum review extended the CETL's area of operation beyond learning and teaching: "In terms of the strategy for employability and the strategy for delivering this sort of curriculum, it has to embrace other areas rather than just teaching and learning. It has to include assessment, and the estates and the virtual infrastructure, and potentially human resources and the way in which we use staff to deliver."

There are also examples of planned embedding in university infrastructure for curriculum development, which ensures continuation:

- At the White Rose CETL for Enterprise at the University of York, the CETL offered to invest funding in the University's Curriculum Development Fund if it could run a parallel system, using the same documentation process, the same submission tender forms with a slight change, and use the institutional resources to administer the process. This enabled the CETL to maximise the amount of money it could put into curriculum development, a key area, by not taking on these processes separately, achieving "fantastic economy of scale!" One of the initiatives it funded was in the Department of Philosophy, to develop a portfolio of materials to support courses on creativity and innovation. The aim is to offer a core module exploring different

---

[24] Kumar, A. (2007) *Personal, Academic and Career Development in Higher Education – SOARing to Success*. London & New York: Routledge Taylor & Francis.

conceptions and theories of creativity and innovation, with a further project module that can be adapted to the needs of different departments and outside users, allowing those taking the module to look at innovation and creativity in their own subject area or workplace.

- In its early stages, ALPS undertook investigative work that provided the evidence to support the development of the Common Competency Maps for communication, teamwork and ethical practice from which the ALPS assessment tools have been derived. A further piece of work developed a robust set of tools for monitoring and evaluating progress against a range of qualitative indicators, thus seeking to ensure the effectiveness of developing practice and to identify barriers to change. The five HEIs in the ALPS partnership now confirm that these maps (and tools) are being embedded in their curriculum, and an outcome has been that all HEIs report that service users and careers practitioners have more sophisticated involvement in the development of curriculum. ALPS has also had a significant effect on the development of institutional strategies for e- and mobile learning. These strategies included the development and use of 'reusable learning objects', and collaborative working between ALPS partners has facilitated the rapid development of approaches to the development and use of digital repositories.

- The CCMS CETL at the University of Reading, unusually, funded curriculum development initiatives in other institutions, and feels that it has been able to nurture the expectation that careers education should be characterised by research-informed practice, transformational technology, collaboration and culturally relevant design and delivery: "our approach to curriculum change has evolved in a consistent direction that has vindicated partnership working and the value of giving space and autonomy for staff to find those approaches that work for them and their students ... We see this approach as congruent with the academic ethos of research intensive universities."

Transdiscipline curriculum change

The CETLs have provided examples of excellent transdisciplinary work, enabling learners to engage across and beyond traditional boundaries.

- The Institute for Enterprise at Leeds Metropolitan University (LMU) led a curriculum development that brought together students from diverse areas (including Graphic Design, Fine Art and Retail Management) to work together, with a local social enterprise. The Institute for Enterprise was approached by a struggling charity shop for entrepreneurs to help the failing business. In response a project was embedded into a module and students contributed to an assessment of why the shop had failed and in the development of a new business plan. It was successful, and another charity shop has now approached them for the same support. Evidence from the Institute of Enterprise suggests that students who did the module are getting job interviews quite easily.

- CLSP, at Birmingham City University, was considered to be of sufficient significance to be asked to co-ordinate and lead the consultation exercise for the University's new learning and teaching strategy. The new strategy provided an opportunity to review and redesign the learning experience offered to students through the RoLEx project. (see Institutional change section on page 16). It sought to facilitate an institutional approach to programme design characterised by enhanced employer engagement and an increased emphasis on embedding innovations in learning and teaching. This involved the redesign of all undergraduate modules and programmes as the modular structure changed while enhancing the learning experience of the students and improving the working lives of our staff. Programme design was characterised by a more formative approach to programme approval, to achieve the aims of enhanced flexibility of provision, enhanced employer engagement and an increased emphasis on embedding innovations in learning and teaching. A support infrastructure was created for staff, developing networks, workshops and resource materials, and engaging students in the curriculum design process: "The RoLEx project sought to accelerate the University's migration from a culture of compliance with institutional approval processes to one that furthers our journey to full engagement with supported design processes leading to an embedded culture of continuing improvement."

There is ample evidence of a profound shift in the momentum of change and responsiveness in many areas of the curriculum in CETL institutions, which has had a positive impact on the students learning experience.

Pedagogical approaches and research

My sense is that the research certainly has informed the policy debate here at Reading ... Further, research has the ability, often, to create a momentum of its own. Research findings and ideas are like seeds that germinate – who knows where – and then spawn subsequent new growth[25].

Developing evidence-based practice

It was important that any new approaches to curriculum development and pedagogy are evidence informed, and several CETLs underpinned their development with research and evaluation. Some examples are highlighted below.

> CCMS funded two PhDs that undertook research into career learning and behaviour. The first, which undertook a quantitative survey into human capital and career outcomes, suggested that term-time work could impair degree outcomes for those who work out of financial necessity, but may be beneficial for students working for experience, and also provides transferable skills. The quantitative examination of the impact of human and social capital versus curriculum intervention raises questions about how much careers education is needed to make a difference; the work raised questions about the potential for small curriculum interventions to impact upon entrenched career behaviours. The second research was a longitudinal

[25] David Stanbury, CCMS, University of Reading

ethnographic study of 30 students' evolving career ideas using interviews and student diaries. It identified four types of career orientation, each having implications for teaching and learning. These two studies, in conjunction with contextual work to learn more about the research participants' entry into the labour market, led to the publication of *Values at Work,* which illuminated the career behaviours of students, revealing that the generic 'student' is anything but uniform. It challenges careers educators to reconsider the motivational model that underpins much current practice, and will help staff reflect upon different ways in which they might shape their work with students. Outcomes from both projects have been disseminated through internal seminars, external presentations and articles. Academic enquiry underpinned and stimulated much of the activity of this CETL, as evidenced by the article 'The kindness of strangers: how careers educators and the wider academic community can help each other'[26]. This encourages a rapprochement between discipline academics and careers educators and points the way to a fruitful exchange of expertise. Their conference 'What can the Curriculum do for Careers?' also focused on pedagogical approaches and moved away from an uncritical endorsement of careers education. The conference sessions became the basis of a special edition of the *NICEC Journal.*

- The engCETL at Loughborough University also funded two employability-related PhD studentships: *The impact of work placements on the development of transferable skills in engineering*[27] in 2009 and *The impact of industrial sponsorship on students, academia and industry*[28] in 2010. It also undertook several employability research projects, including a review by Lilley and Bamforth, *Awarding Credit for Work Based Learning through Sandwich Placements – Implications for the MEng Degree*[29]. Drawing on the results of literature reviews, case studies and stakeholder perceptions, this report investigates the potential for awarding credit for work-based learning through sandwich placement and explores the implications of this for the MEng degree. The purpose of this exercise was to enable Loughborough University engineering departments to take a proactive response to Bologna and explore potential strategies for compatibility.

Evidence-based learning materials

- The resources developed by CCMS, 'Student Stories' and 'Beyond the PhD' (see page 29), were based on established theory particularly influenced by two broad

[26] Stanbury, D. (2010) The kindness of strangers; how careers educators and the wider academic community can help each other. *Education + Training*. 52 (2), pp. 100-116.

[27] Ahmed, Y. (2009) *The Impact of Work Placements on the Development of Transferable Skills in Engineering.* Available from: https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/5567/3/Thesis%20-%20Y.Ahmed.pdf [accessed 21 January 2011]

[28] Soltani-Tafreshi, F. (2010) *The impact of industrial sponsorship on students, academia and industry.* Available from: https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/6334/2/F.%20Soltani-Tafreshi%20Thesis.pdf [accessed 21 January 2011]

[29] Lilley, D. and Bamforth, S. (2008) *Awarding Credit for Work Based Learning through Sandwich Placements – Implications for the MEng Degree.* Available from: http://www.engcetl.ac.uk/downloads/research/work_based_learning/credit_4_wbl_report_2008-10-08.doc [accessed 21 January 2011]

approaches: pragmatism and constructivism. The pragmatic approach usefully emphasises such things as engaging the learners' interest in learning, interactive teaching techniques and the importance of effective feedback, while constructivist understandings of knowledge acquisition complement pragmatic approaches. Constructivism helped to inspire 'Beyond the PhD' and 'Student Stories', two discursive and non-didactic web resources, which have also been informed by Wenger's notion of communities of learning.

- In piloting the career development website *Destinations®*, it became clear that the possibilities presented by VLEs were central to making effective use of the site: "Because Destinations® is composed of multiple re-usable learning objects, careers advisors were faced with a new pedagogic imperative; they had to select those parts of the site relevant to their students and programme learning outcomes." The CCMS self-evaluation concluded that "part of its lasting legacy will be a more scholarly approach to careers education, a readiness to ask questions, and experiment with different approaches that take seriously the academic nature of higher education as a context for career learning."

Research outputs

Structures and processes have been put in place to encourage staff to engage in meaningful research, evaluation and related scholarly activity as a means of illuminating and improving teaching and learning practice.

CELPL[30] created opportunities, including sabbaticals/secondments, for staff to engage in pedagogic research and scholarly activity as well as personal and curriculum development. This facilitated the development of evidence-based practice. Staff participation in pedagogic research and scholarly activity has varied across the CETL subject areas due, in part, to experience levels and disciplinary cultures. The output from the CETL, however, indicates growing levels of confidence and sophistication in staff investigating and disseminating their practice. There have been over 140 internal and external dissemination outputs ranging from peer-reviewed journal articles through to international conference presentations and study tours. The process of engaging staff in pedagogic research and evaluative activity has involved tailored staff development events focused on aspects of research methodology, supporting staff in translating their subject-based research methodologies into pedagogic approaches; support with data collection and analysis; and the creation of an in-house, peer-reviewed CETL Journal (see: http://www.ljmu.ac.uk/ECL/cetl/92936.htm) that is now being used as an institution-wide means of encouraging staff new to pedagogic research: "A simple measure of the impact of the CETL on staff engagement with research and scholarly output is the number of contributions from staff in CETL subject areas to LJMU's Annual Learning and Teaching Conference. In 2005 there were 5 presentations; in 2008 this figure had risen to 17. In 2009 CETL staff delivered the conference keynote attended by in excess of 170 staff from LJMU and its partner colleges."

At the University of Bedfordshire, the Bridges CETL[31] developed the concept of assessment in ways that not only assessed student learning, but also reflected the processes of the Assessment Centres many graduate recruiters use in selection, thus strengthening the capacity of the assessment process to enhance student development. They can be used to assess the candidates' ability and interest in networking, their engagement with the

---

[30] LJMU, Centre for Leadership and Professional Learning (CELPL): http://www.ljmu.ac.uk/cetl/index.htm.
[31] University of Bedfordshire, Bridges: http://www.beds.ac.uk/bridgescetl.

business and reveal detail on specific competences. The Assessment Centre approach, while limited, is useful to raise student awareness of graduate recruitment methods, make employability attributes visible and comprehensible as behavioural competencies, and turn the main activities into developmental experiences for students: "In some areas we use this to grade learning outcomes related to employability; it is used in a very integrated sort of way – to raise awareness, to see what skill areas look like – so that it makes skills visible and comprehensible as the type of behavioural competencies that employers look for when recruiting graduates."[32] Through an Action Research project for the Bridges CETL, Psychology tutors have begun to explore how such an approach can be implemented in the final year of the undergraduate degree. An Employability Fellow in Social Sciences has also applied the Assessment Centre approach as a way of recruiting, engaging and coaching students for the major inter-university national Flux competition[33] (which Bedfordshire won in 2010). Also at Bridges[34], the Action Research Consortium (ARC) was a major CETL-funded initiative under the umbrella of the National Action Research Network (NARN) on researching and evaluating personal development planning and e-portfolios practices. It helped to enhance the research capacity and capability of staff and there were models of collaboration between academic staff and staff from Learning Resources and Careers, who produced project reports that are available on the web. The September 2010 issue of the *Journal of Learning and Development in Higher Education* reports key findings from this network.

- SCEPTrE[35] had as a main objective transferring research knowledge of how professionals learn through work to how learners learn in professional work environments in the context of work placements. Over the last decade, the University of Surrey has achieved consistently excellent graduate employment statistics, and the University feel that this is because all programmes in all disciplines have to provide opportunities for learners to develop their professional capabilities through either a year-long work placements or a curriculum that integrates theory and practice throughout the period of study. In the context of the University's professional training, the CETL's applied research sought to extend support for students engaged in professional training: to explore and evaluate the use of mobile and classroom technologies to facilitate students' learning before, during and after professional training; to support learning through enquiry; and to consider the value of personal development planning as an effective mechanism for students' development. It also developed and evaluated networking, mentoring and coaching schemes to support and facilitate students' learning. In particular, the CETL developed programmes of research and scholarship aimed at understanding what creativity means in the context of individual and collaborative enquiry in both disciplinary and work-based contexts. The CETL promoted personal development planning to encourage learning through reflection and action planning (which they considered to be core pedagogy to support students' creative development): "Higher education needs to see creativity within the important role it plays in preparing people for an uncertain and ever more complex world of work; a world that requires people to utilise their creative as well as their analytical capacities."

[32] Arti Kumar, Bridges CETL.
[33] Flux employability and enterprise competition:
http://www.beds.ac.uk/bridgescetl/communities/students/flux
[34] University of Bedfordshire, Bridges: http://www.beds.ac.uk/bridgescetl.
[35] University of Surrey, Surrey Centre for Excellence in Professional Training and Education:
http://www.surrey.ac.uk/sceptre.

- A wide range of peer-reviewed papers are on the website of the Institute for Enterprise CETL[36] together with academic posters that the academic project holders made. All project reports have been presented at conferences, mostly at the one hosted by LMU in April 2010, and all staff who were funded had to write a case study: "it has to be high quality and the CETL team have been quite ruthless with the quality review process". A special edition of the *Assessment, Learning and Teaching Journal* was devoted to enterprise (Spring 2010, Number 8); the next edition will be devoted to employability. The articles are being cross-reviewed, demonstrating that employability team and enterprise staff are working collaboratively. An edited book aimed at academic staff was published in September 2010, *Inspiring Enterprise*, edited by Kill and O'Rourke, and produced in-house.

Assessments that help students to identify and then present their achievements effectively are invaluable. This says less about assessment methods and more about making the rules of the learning and employment games very clear[37].

Pedagogic enquiry and the formulation of working hypotheses on how students learn (and in particular, how they learn to cope effectively with transition, and the processes by which this is achieved) have been a significant feature of some of the employability and enterprise CETLs. This provides a continuing momentum to the work of ESECT and the HEA's Learning and Employability series, and prompts opportunities and challenges to stimulate further enquiry.

---

[36] See: http://www.leedsmet.ac.uk/enterprise/resources/html/publications/papers.htm

[37] Knight, P. and Yorke, M. (2006) *Employability: judging and communicating achievements.* Learning and Employability Series 1. York: The Higher Education Academy.

Section 2: Stakeholder involvement/engagement

The CETLs aimed to enhance teaching practice and disseminate good practice to the wider community. In the field of employability and enterprise development enhancements in teaching and learning would therefore include engaging with and influencing different stakeholders, not least students, cross-institution staff (including academics, careers advisers and other student support staff) and employers and businesses. This part of the report outlines how some of the stakeholder groups have benefited from the impact of the employability and enterprise CETLs.

CETLs have taken different approaches in the ways they have engaged students in their developments. The information-gathering process was structured to capture:

- enhancements in awareness of the issues the CETLs were addressing and what their intentions were;
- the nature of the understanding of the purpose of the CETLs and the extent to which this enabled stakeholders to make informed decisions on whether or not to use the materials or methods produced by the project;
- the extent to which there was change of practice inspired by, and making use of, the materials or processes produced by the CETL project.

Students

The HEFCE invitation to bid set six objectives for the CETL funding initiative; the first of these was to reward practice that demonstrates excellent learning outcomes for students. While this was a fundamental aspiration for all, a number of CETLs achieved much more. They drew students into the design and delivery of their learning, and were able to demonstrate the ways in which these experiences enhanced the students' employability. Examples follow of how students have been included as partners in curriculum design, as reflective practitioners (which is seen as an integral part of their employability), and as entrepreneurs. The CETLs have also encouraged the development of network of students, which continues to influence institutional approaches to student engagement in the curriculum.

Students as partners in curriculum design

The Student Academic Partnership (SAP) scheme initiated by CLSP offers an opportunity for paid employment up to 125 hours to enable students to work in equal partnership with faculty staff to strengthen the learning and teaching development of the University. Students and staff are invited to identify educational development projects in which a student will play an active role, providing students with the opportunity to guide the development of projects in an academic employment setting, while in a paid post at the University. The impact of this scheme is reflected on the Students' Union website, which reports that "Birmingham City University sees effective learning partnerships between students and staff as the cornerstone of its activity. Through a strong partnership between the University's Centre for Excellence in Teaching and Learning (CETL) and the Students' Union the 'Learning Community' initiative was launched across the university to engage students in a wide variety of joint academic activities with faculty. The partnership believes that this will offer students and staff benefits from a wider academic engagement that were not contemplated when their studies began." The project's self-evaluation document reflected that "the SAP scheme ... is an excellent example of how the CETL is seeking to shift the culture at the university from an 'us and them' attitude of staff to students to one of the co-creation of curriculum. Students are now central to all projects and are leading many."

There are examples of other successful partnerships:

- CLSP has funded projects that include the development or design of an assessment methodology, conducting a literature review to inform pedagogic research and the development of course materials such as a guide for students about a particular course or module. Aaron Porter, National President NUS, describes the initiative as "a brilliant exemplar for the rest of the sector", and the University are continuing to fund Student Academic Partnerships after the end of the CETL project. ALPS[38] has also seen students taking the lead in setting learning agendas, introducing mobile technology for learning and assessment to Health and Social Care students: "Students have had a major impact on the design and delivery of training in the use of mobile tools and technology, where many of them possessed higher levels of knowledge and skill than their trainers. As a result of feedback, the training programme was completely redesigned and consequently became far more effective." Assessment is also, as educational developers strive to emphasise, a fertile area for student engagement: "Student involvement in evaluation of ALPS assessment processes has demonstrated that many students are very discerning about the effectiveness of any learning and teaching innovation; some students have made suggestions for further development of assessment processes."

- At Loughborough University, the CETL and engineering-related departments funded 17 students over two Summers to develop teaching resources and plan to publish the generic benefits of adopting this approach.

Students as reflective practitioners

Encouraging reflective learning was a feature of the student experience in many employability and enterprise CETLs. At CETH, UCLAN, the: "students are theatre students, they're organising their own play chosen by themselves, make a selection based on their talent, abilities and resource; they've had to do problem solving and conflict management in auditions; they've had to schedule rehearsals and fund lighting and costumes as a team. They have had to use different communication skills through their choice of costumes, visual communication. Through their choice of subject they explored social and cultural awareness. Through all of that single activity, they have lots of examples of key employability skills but they haven't had to work in a shop to get them."[39]

Reflective learning was also a significant feature at SCEPTrE[40] where an annual 'Lifewide Learning Award' was introduced along with a framework for recognising and valuing learning gained from experiences outside the formal curriculum (Life Skills Portfolio): "We claim that

---

[38] University of Leeds *et al.*;, Assessment and Learning in Practice Settings: http://www.alps-cetl.ac.uk/index.html.

[39] UCLAN, Centre for Enterprise in the Arts and Humanities: http://www.uclan.ac.uk/ahss/ceth/index.php.

[40] University of Surrey, Surrey Centre for Excellence in Professional Training and Education: http://www.surrey.ac.uk/sceptre.

enhanced self-awareness embedded in the reflective processes that are integral to these new structures, processes and a context for learning enables students to realise more of their potential as learners."

Collecting longitudinal data of student reactions was undertaken by some institutions. ELPL[41], which had an employability, leadership and enterprise theme (especially in work-related learning) and a subject focus on sport, exercise, dance, physical activity and outdoor education and science, was committed to providing students with learning experiences that would enable them to acquire and evidence high levels of self-awareness, self-belief and skills of value, not just in the workplace but in all areas of life. In 2006, the project set up a graduation survey, which went to all the students in relevant subject areas. This asked what the students were going on to do, what they felt their career prospects were and also asked about the extent to which they had undertaken work-based learning and work-related learning. They were also asked to self-assess their level of skill development: "we have noticed that year on year students have rated their perceived skills development as higher. So their perception of their skills development has improved and this survey has now been adopted by the whole institution."

CCMS[42] enabled students and future students to learn from their peers: using Fellowship funds the School of Systems Engineering set up a social networking site providing an extra-curricular community of practice where students helped each other with coursework, making friendships and securing internships. Some of the key learning materials developed, such as 'Beyond the PhD' and 'Student Stories' (see also Career development and employability learning section on page 40), also make unmediated student learning available to other students. The latter project has worked with the Student Learning and Teaching Network and the Centre for Excellence in Enquiry Based Learning, at the University of Manchester. UCAS anticipates that the Student Stories website will be helpful for pre-entry students considering higher education as the core target audience for this site was undergraduate students: "Its primary purpose was to provide material for mediated or autonomous users to enable students to reflect on their own experiences through hearing the experiences of others." Engagement in the development of the website has significantly enhanced the self-reflection skills of the students involved, but the site has also impacted on a much wider student community, both inside and beyond the University of Reading.

CETLs also offered opportunities for cross-disciplinary learning. CETT, for example, supported student involvement in planning and delivering a professional event as a way of breaking down the assumptions that actors may have about technical students and that technical students may have about drama educators: "They worked with a choir master and carnival band, learnt a song and a dance and created a puppet and that became a way of making it evident to the students that we wanted to enhance their experience from the moment they arrived."[43]Alumni were drawn into a number of CETLs with positive benefits for current learners. At e3i[44] the design and use of two alumni websites and contact systems (in real estate and hospitality) was supported. This is likely to be of interest across the sector as HEIs become increasingly proactive in developing alumni communities: "Universities obtain

[41] LJMU, Centre for Leadership and Professional Learning (CELPL): http://www.ljmu.ac.uk/cetl/index.htm.

[42] University of Reading, Centre for Career Management Skills: http://www.reading.ac.uk/ccms/.

[43] Central School of Speech and Drama, Centre for Training for Theatre: http://www.cssd.ac.uk/content/centre-excellence-training.

[44] Sheffield Hallam University, Centre for Embedding, Enhancing and Integrating Employability: http://employability.shu.ac.uk/.

large amounts of feedback from existing students on the different aspects of their learning experience. However, they are relatively poor at securing feedback from alumni. If Employability within universities is to be given a new lease of life it is just such feedback that is required."

Students as entrepreneurs

Almost all the CETLs employed students as student catalysts and for promotion of the new developments. Student Pioneers at the Institute of Enterprise[45] performed an ambassadorial and awareness-raising role across LMU, and wider, during the academic year 2009-10. Working to enhance student perception and understanding of enterprise, the Student Pioneers focused upon projects that related to their own areas of interest. For example, they investigated access to entrepreneurial education for students with mental health issues; delivered enterprise 'taster' sessions; promoted volunteering opportunities as part of the employability agenda; and sought to gather members for the newly created Student Enterprise Society. "Enterprise at Leeds Met Uni pretty much prepares you to stand up for yourself when you go out for a job. It gives you the options and then it gives you the means to actually develop yourself," recounted one Student Pioneer.

White Rose CETL at the University of York[46] did much to strengthen the York Entrepreneurs Society, which was named as one of the most powerful organisations at the University in the '2010 Powerlist' compiled by the Student Newspaper, York Vision. The society attracts over 1,000 students a year, around 10% of the student body, in its activities. This impact illustrates an oblique approach to harnessing student engagement effectively: "This society arises out of students' desire to get involved in the agenda, not necessarily entrepreneurial, but it is around business and enterprise skills and is quite a lot of fun. The way it is structured is to go for activities that are broadly inclusive, that anyone can do, even if they don't want to start a business tomorrow. That's the difference in the model that we've adopted at York as opposed to other entrepreneurial societies, where it has been very much about those that are starting businesses and drawing down venture capital and those sorts of things." The CETL does also, however, resource a micro-incubator, the Enterprise Zone (EZ), that was set up to support students starting businesses while they were still at university so they have somewhere to work. There are on average nine or ten serious tenants of the incubator per year; around seven of their businesses have survived graduation: "That was never the intention of the incubator space; we wanted our students to explore and 'have a go' at enterprise, not necessarily develop businesses that survive long-term, but around seven of them have." In 2007, the society established an annual flagship event 'The York Apprentice', based on the successful TV show. This is now hosted every Summer term at the University of York, and 2010 saw the largest Apprentice event to date. There were over 30 applications involving over 120 students, although there were only 16 places available for the event, which had a prize of £1,200. Subsequently, the Society received a letter from David Willetts MP, the Minister of State for Universities and Science. In the letter David Willetts praised The York Entrepreneurs Society: "To have enterprise societies such as York Entrepreneurs Society demonstrating the strength of entrepreneurial spirit in our universities is extremely encouraging. Competitions such as the York Apprentice show that what you learn is not simply academic, but can flourish in the real world."

Students also drove the embedding of enterprise. In a number of CETLs, enterprise was embedded into the mainstream curriculum, and not only in traditional business subjects. At

---

[45] Leeds Metropolitan University, Institute for Enterprise: http://www.leedsmet.ac.uk/enterprise/.
[46] University of York, White Rose Centre for Enterprise: http://www.york.ac.uk/enterprise/cetle.

CETH[47], students were encouraged to bid competitively for project funding through a standard bid procedure, which required them to develop their own business plan, and gave them financial and bid-writing experience, and some interesting examples emerged. For example, Media Technology students enlisted Drama students to produce a DVD on role play for Nursing students; thus appreciating and making use of a diverse range of subject and generic skills to complete a project brief.

Students supporting students

In 2006 the CLSP CETL[48] worked with academic and student colleagues at other institutions to create the CETL Student Network, which has now been mainstreamed to become the Learning and Teaching Network. The Student Learning and Teaching Network (SLTN) committee have worked in collaboration with students from CETLs across the UK to develop practice in relation to student engagement across the sector in a number of ways, including:

- running staff development workshops exploring approaches to student engagement at institutions across the UK;
- contributing regularly to NUS course rep training;
- running a session on 'student engagement in curriculum design'; delivering keynote presentations and workshops at a variety of conferences;
- holding conferences for students to allow space for them to explore their role in the development of learning and teaching;
- holding conferences for collaborative staff/student teams to present and explore experiences of working across traditional hierarchical boundaries;
- working alongside the HEA, subject centres, SEDA, QAA and NUS to publish the experiences of the Network and raise the profile of the Network across the sector.

The SLTN's core aim is to promote students as active and valid members of learning communities. There are a number of ways in which students may make such a contribution and a few examples include student reps at institutional and course level, students designing the curriculum, students as researchers and students supporting students as ambassadors, mentors and buddies.

Engaging with students is crucial. The employability and enterprise CETLs have demonstrated many approaches and evidenced good practice that could be adopted with advantage more widely throughout the sector.

---

[47] UCLAN, Centre for Enterprise in the Arts and Humanities: http://www.uclan.ac.uk/ahss/ceth/index.php.
[48] BCU, Centre for Learning Partnerships: http://www2.bcu.ac.uk/cetl.

Institutional staff

The serendipitous convergence of good pedagogy and employability offers exciting challenges to staff across the vocational–academic spectrum. For institutions, employability poses the question: what are universities for?[49]

The engagement of staff working at different levels and with different roles across an institution has been central to the success of the CETLs. Below are a number of examples highlighting the ways CETLs have ensured their developments are disseminated across an institution, and how communities of practice have been encouraged and have flourished both internally and externally. An element of staff development has been to support them in their engagement with employers. Some CETLs have enhanced their approach to traditional employer involvement in work placements and work-related learning and also extended this involvement into curriculum design and delivery. The work of the CETLs has had an impact on HE staff who have engaged with them. There have been discernable changes to learning and teaching styles and increased understanding of what 'employability' in the curriculum might mean across the academic community. The CETLs offered an opportunity to stimulate and accelerate staff engagement in employability and enterprise.

Approaches to engaging and supporting staff

A high proportion of these CETLs established formal groups of Fellows from academic departments. This had the effect of both prioritising and highlighting the significance of the initiative. At CCMS, at the University of Reading, fellowships have been used as a way to support academics who themselves are engaging with employability, and there is evidence that the creation of the fellowships leads to further developments within a department. An example of this is in the School of Management where the initiative of one tutor exploring problem-based learning/enquiry-based learning approaches to employability applied for fellowship funding. This led to reconfiguring curriculum delivery methods to a much more learner-centred, problem-based approach. This motivated other staff to be proactive and the original small-scale activity culminated in the establishment of a national web resource to enable other academics in the discipline to develop similar learning.

> At Loughborough University, the engCETL's engagement strategy was also to work with departments through buying in departmental staff. This role as champion for the CETL within a department and acting as a go-between was considered a primary outcome for the CETL "talking to the right people" and "keeping things going when they might otherwise have broken down through miscommunication". One of the respondents expressed it as follows: "the CETL couldn't work without them – they are committed academics who provide them with an open door, and who get actively involved in championing engCETL and teaching and learning in their departments". In addition, those interviewed identified one of the key benefits the CETL had achieved was their interactions with each other ("it's becoming a breeding ground for new ideas about teaching and learning"), through their attendance at meetings and their inputs to such matters as development projects and job interviews.

---

[49] Centre for Career Management Skills (2010) *Self-evaluation*. Reading: Centre for Career Management Skills, University of Reading.

White Rose at the University of York consciously adopted a 'cascade' approach in a three-stage model of engaging with academics and academic departments. Stage 1 funds a project, following peer dissemination, stage 2 is a small number of disconnected projects. Stage 3 pulls these together into an enterprise strategy for all modules; this has been done across courses as diverse as Social Policy and Electronics: "These are identifiable, thought-through strategies where departments look for opportunities to engage with the student body on enterprise; it is developed in a progressive way and so more staff are drawn into the enterprise agenda."

CETT made funds available for all courses in the institution through a Fellowship scheme and an Associate scheme, with lighter engagement requirements for staff: "The increased use of conferences being run as a result of the CETL has done a huge amount to develop the confidence of staff right across the board because it shows that their work is worthy of examination by their peers in this way ... non-academic staff have been able to develop internships within our support areas. We have three interns, who have worked in media and producing departments. So there isn't just an academic impact."[50]

At the University of Bedfordshire, the Employability Fellows are writing a full and detailed impact report on their projects, which will have recommendations going forward, and most of them have agreed that, although the projects are no longer funded, they will maintain their role as an Employability Fellow in the department to spread good practice. These reports will be available on their legacy website. One Employability Fellow in Media, Creative and Performing Arts developed a website called E-Seen. The site is transitory and addresses employability; it is university-wide and it has the potential to help students in whatever discipline they are in to improve their communication skills: "The point ... whole point ... of it was that it was a community of practice. The key thing for me is to embed it and make it sustainable."[51]

The e3i CETL encouraged colleagues to write up their experience in developing teaching, learning and assessment for employability and enterprise as case studies. These provide examples of actual approaches to pedagogy implemented within a variety of subject groups and faculties within Sheffield Hallam University: "They answer the 'how' question in employability teaching and are organised according to the elements of employability which they have as their focus: real world activities, PDP, career management skills, preparation for specific professional areas, development of autonomy, reflection/transfer of learning, work-related learning, key skills development."[52]

Some institutions, like the ALPS consortium[53], found it beneficial to support an individual role to enhance competency development, and that tutor engagement was best where a full-time member of staff had been employed to co-ordinate and promote ALPS work across that institution. This led to other tutors building on the ALPS work by spotting ways of using the software and processes to develop their own tools and/or mapping ALPS tools to course/professional standards. The tutors in these cases then took an active role in

---

[50] CSSD, Centre of Excellence for Training in the Theatre: http://www.cssd.ac.uk/content/centre-excellence-training.

[51] Deena Ingham, Bridges CETL, University of Bedfordshire.

[52] See: http://employability.shu.ac.uk/casestudies.html.

[53] University of Leeds et al., Assessment and Learning in Practice Settings: http://www.alps-cetl.ac.uk/index.html.

presenting the ALPS tools and resources to their students – thus leading to good student buy-in as well. The Return on Investment (ROI) report produced by ALPS demonstrated value (£2 million) that the five HEIs involved had accrued through the staff development (skills development, networking) that had been achieved through the CETL. The initiative reached 16 professions, and evidenced impact and the embedding of tools, maps and processes.

Staff development

Staff development sessions certainly helped build communities of practice within institutions: through Bridges, for example, curriculum audit sessions were undertaken where staff shared practices, ideas and resources, identified gaps and used each other for joint practice development. The auditing process was also valuable continuing professional development for participants. CETH also used funding to trial a number of teaching and learning mechanisms; the staff development associated with that has been an added value that was never particularly envisaged.

There was a perceptibly greater student engagement when staff could demonstrate understanding of enterprise and the learning and assessment processes associated with it. In a few cases, secondments to other workplaces were successful. This is a powerful form of staff development, and other benefits can accrue as relationships develop. Staff able to speak of recent first-hand experience of how their discipline is applied in the world of work can also enhance student learning. CELPL[54] "set up the sabbatical/secondment scheme and that got people interested because it showed a way of pursuing the interest they already had and being able to devote a good amount of time to curriculum or professional development. One thing that worked particularly well was when the staff used the time to go and experience the workplace, particularly in sports science. We probably funded about thirty. We called them sabbaticals and secondments but they were on a smaller scale; it may have just been a semester."

Networking

Although the majority of employability and enterprise CETLs concentrated on enhancing provision internally within the project institution or institutions, some networks were created or formed naturally, making effective contributions to the development of staff across the wider external academic community. At the University of Reading, network groups were established for staff working with both foundation degree and postgraduate students and a wider group of 60 institutions in the UK, Ireland and Europe who have bought into *Destinations®* (see also Career development and employability learning section on page 40). Networking across organisations was seen as pivotal to the CETLs success. CCMS funded curriculum development at the Universities of Liverpool, Oxford, Wolverhampton, Westminster, Brunel University, Leeds Metropolitan University and Progress South Central Lifelong Learning Network. At LJMU, the Centre for Leadership and Professional Learning

---

[54] LJMU, Centre for Leadership and Professional Learning (CELPL): http://www.ljmu.ac.uk/cetl/index.htm.

(CELPL) networked with the SCEPTrE CETL and the International Pedagogic Research and Evaluation Network (IPREN), and also with international networks like the World Association for Co-operative Education.

Informal networking also took place. At the Institute for Enterprise[55], the Enterprise Competency Mapping Wheel was based on the ALPS model: "It is interactive, and has five areas. You can login and use it to write learning outcomes, and put it into the curriculum. The ultimate aim is for it to feature in course documents, for staff to be able to say

- 'We know what enterprise skills are';
- 'We know how to assess them';
- 'We know how to explain this to students'."[56]

There was a perceptibly greater student engagement when staff could demonstrate understanding of enterprise and the learning and assessment processes associated with it: "whereas it is relatively easy to develop curricula and processes that support employability, and to get them formalized in documents, it is the commitment of colleagues that will determine whether the changes 'stick'"[57]; the degree of academic staff engagement in many CETLs is encouraging.

Employers

The employability and enterprise CETLs adopted a range of strategies that informed the extent to which, and in what ways, they chose to approach the involvement of employers and employer bodies in their project plans and delivery. There have been three broad approaches. The first of these was the direct involvement of employers in aspects of the programme that accelerated developments in the traditional links of work placements and mentoring, and in workforce development. Secondly there was involvement of employers in the design and delivery of the programme in new and exciting ways. Thirdly, a step change in staff development took place. This produced materials that enabled and equipped institutional staff to relate better to, and work more effectively with, employers, although CETL teams did not always attempt to engage directly themselves.

Employer engagement with the curriculum

A good example of this approach is the Employer Engagement Toolkit, developed by CCMS. This had the objective of encouraging greater use of employers and alumni in the curriculum. Employers were involved in commenting on what worked for them in the production of the preparatory strategy document: "The challenge ... was to get the universities to feel comfortable about engaging with employers and the advice we gave was how they might do

---

[55] LMU, Institute of Enterprise: http://www.leedsmet.ac.uk/enterprise/.

[56] University of Leeds *et al.*, Assessment and Learning in Practice Settings: http://www.alps-cetl.ac.uk/index.html.

[57] Fullan, M. (2001) *The New Meaning of Educational Change.* 3rd ed. New York: Teachers' College Press.

that in a way that listens effectively to employers and respects the character and nature of the HE discipline."[58] The Toolkit also provides comprehensive resources to assist Schools that wish to reflect on how they are engaging with employers at present, to explore different approaches to engaging employers within their curriculum and to identify and explore possible new activities and teaching methods that will enhance their students' learning.

A project report on the legacy website of the Bridges CETL (*Industry Insights: Personal academic development and the level one student experience*[59]) describes partnerships between students, staff and employers, centred on the development and implementation of an employability event involving industry professionals who engage in a series of interactive sessions with Level 1 students. Active employer involvement in both the planning and implementation components of the project was deemed to be positive and a central feature of the project's overall success. Staff and employers collaborated to produce engaging 'subject-mediated' activities that made use of the tools, knowledge and skills relevant to the Tourism, Leisure and Sport Management professions. As a consequence, this project has seen a movement away from a student-centred responsibility for learning, towards a 'shared commitment' to the learning process through working knowledge partnerships: "Providing opportunities, not just for students to talk and interact with professionals, but for us professionals to talk with them, is something that I think needs to happen more. It creates that sort of mutual understanding which can only benefit both parties," commented one employer involved in the project.

CSLP[60] described a relationship with a key employer, an NHS Trust, which took several years to develop. Success was measured by the extent to which the Trust approached the CETL to support it in developing its education strategies, and how much it perceived the CETL as a 'natural' partner. The actual (and unexpected) outcome was that CSLP has carried out four consultancy projects, redesigned their simulation and skills strategies, reported on their Quality Assurance Framework and is now helping them redesign the library and learning spaces. This is real, robust involvement in designing the future of education at the hospital.

Workforce developments

Some of the employer involvement with the CETLs was in workforce development; the up-skilling of existing staff supported separately by HEFCE from 2008 to 2011 through the Workforce Development Programme, but which was in fact addressed by some CETLs earlier: CEWBL reported an "area of achievement with clear benefit for stakeholders has been effective engagement with employers by Schools, supported by the CETL. Within the Business School, the integration of WBL opportunities in taught programmes has meant that validated WBL modules could be used for programmes in a variety of professional sectors including computing, construction and banking. Managerial staff have by this means been able to gain academic qualifications on the basis of professional development activities. The accreditation of development courses in the workplace has provided the opportunity for staff

---

[58] University of Reading, Centre for Career Management Skills: http://www.reading.ac.uk/ccms/.

[59] Elkington, S. (2010) *Industry Insights: Personal academic development and the level one student experience.* Available from: http://www.beds.ac.uk/bridgescetl/out/reports/industryinsights [accessed 21 January 2011].

[60] BCU, Centre for Stakeholder Learning Partnerships (CLSP): http://www2.bcu.ac.uk/cetl.

successfully completing these courses to top up their studies to an MA by undertaking a WBL project."[61]

Another area of separately funded development which was also pre-empted by the practice of some CETLs was the development of the university itself as employer. The University of Plymouth was one of these: the University as an employer had about 20 students placed within it and developed a support network with HR to help exemplify good practice as an employer. The students were used as a resource to promote the CETL placements and to help it develop resources: "Trying to engage our HR departments as one of the employers has been quite important."[62]

Work-related developments

At CETH[63], the Real World Experience (RWE) programme enabled students to undertake on-campus, career-related projects and work in purpose-designed realistic work environments for the cultural industries. This engaged employers in curriculum development and content (for example, in museum work, journalism and publishing) and in teaching practices (see also Section 3: Examples of good practice: tools and resources on page 40): "Each RWE has worked with employers to ensure that learning has reflected the employer and community agenda, and that projects are of external benefit. There has been an increase in the quantity, quality and depth of relationships and associated outcomes. CETH projects have enhanced several Preston experiences, including a new Docklands Steam Railway, a museum heritage trail, art and museum exhibitions and the CETH gallery. CETH also enabled students to arrange a Spring Arts Festival and three film festivals."[64]

While employers have naturally been heavily engaged with student placements, particularly in vocational courses, CETL projects tried to think outside the box. CELPL[65] wanted to find different ways for students to experience work-related learning. It employed an education support officer to generate sufficient contacts for the students and facilitate students engaging with employers in different ways: "We do a lot of project based work related learning where the students don't have to be physically placed with the employer and this has helped. We have some evidence that those who initially took part were not expecting much from the students but were blown away by them, and as a result the council picked up the development programme." The team felt that strengthening links with employers, external communities and professional organisations was crucial to achieving the aims of the CETL, especially the decision to expand the traditional academic team to include new staff-practitioner posts whose role has been to bridge the gap between theory and practice.

---

[61] Middlesex University, Centre for Work Based Learning:
http://www.mdx.ac.uk/aboutus/Schools/iwbl/cewbl/index.aspx.
[62] University of Plymouth, Centre for Excellence in Placement Learning:
http://www.placementlearning.org/staff.cfm.
[63] UCLan, Centre for Excellence in Employability in the Arts and Humanities:
http://www.uclan.ac.uk/ahss/ceth/index.php.
[64] CETH (2010) *Self-evaluation*. Preston: CETH, University of Central Lancashire.
[65] LJMU, Centre for Leadership and Professional Learning: http://www.ljmu.ac.uk/cetl/index.htm.

The ALPS CETL had links with employers; professional, statutory and regulatory bodies (PSRBs); Health Trusts; and practice staff: "The approach has been both 'top down' (PSRB workshops, meetings with high level staff in Trusts) and 'bottom up' ... PSRB representatives at the last workshop indicated that they would be taking away ALPS work (maps and tools) and seeing if it could inform (and be included) in the Modernising Scientific Careers review programme. We are following this up and in talks with them. We believe some Trusts reviewed their policies on the use of mobile devices in practices following meetings with ALPS staff and informed by ALPS practice and we are in the process of getting ALPS tools included in the Single Assessment Tools for Nursing."[66]

Employers as partners

Employers who were uncertain about how to get involved with higher education were supported by CETT[67] who were "very proactive in picking out relationships". CETT set up a symposium with a number of employers, to help them understand what they needed to do in order to contribute to the up-skilling of students leaving the University. CETT can also act as a trade show venue for the employers in return: "which is a great experience for the students as it allows them to network. There are nine companies that we have a very good relationship with; a top three or four who are very generous. We have made a major impact on art organisations – for example Artsadmin, who are advocates for performance and theatre arts. We supported the Haymarket Master Arts Classes which are open to everyone; we worked with organisations such as the National Association of Youth Theatres and provided training. I think there is quite a spectrum from traditional employers through to the impact that we have made on other organisations which do employ our graduates but who also impact on employment in other areas."

Employers are usually engaged in enterprise and entrepreneurship CETLs as mentors, and the White Rose CETL at the University of York[68] developed this concept into the voluntary curriculum: "We have just finished a new extra-curricular module with the Department of Educational Studies where the students split into teams and have gone into the community to deliver education-based projects. They've had to deal with budgets, managing objectives, working in teams, and presenting plans in a *Dragons' Den* format to a panel consisting of academic members of staff and employers from the Shepherd Building Group." This highly experienced enterprise development unit does acknowledge the risks to sustainability and flexibility of provision and so strive to achieve a balance in the nature of the involvement.

Other employability and enterprise CETLs define the role of their project in relation to employers very differently: "We have not developed significant new links with employers as a CETL. We perceived our role as educational development, i.e. working principally with those involved with student learning. However, it was clear that at times some colleagues/managers within the University had a different perception of the role and purpose of the CETL and were surprised to find that we did not have direct links with employers ourselves, or were promoting an employer engagement strategy for the University. Within

[66] University of Leeds *et al.*, Assessment and Learning in Practice Settings: http://www.alps-cetl.ac.uk/index.html.

[67] CSSD, Centre of Excellence for Training in the Theatre: http://www.cssd.ac.uk/content/centre-excellence-training.

[68] University of York, White Rose Centre for Enterprise: http://www.york.ac.uk/enterprise/cetle.

this context it is also relevant to mention that we have been keen to stress the difference between 'employability' and 'employment', as the latter has become more dominant as a performance indicator within the University."

Another similar view: "employers need to be involved but universities are enhancing employability and enhancing what graduates are offering employers. If you have only employer funding, they will be restrictive in how they develop these graduates and I think the CETL has enabled universities to put in place really good practice in terms of developing students on a sustainable basis."

The employability and enterprise CETLs nevertheless demonstrate that they have explored and nurtured a radical new range of relationships between employers and higher education. Carl Gilleard, Chief Executive of the Association of Graduate Recruiters (AGR), commented: "these are challenging times for graduate recruiters and for higher education staff and managers. Both have similar goals – to make the best use of graduate talent for the benefit of students, employers and the economy. A great deal of energy is invested in empty rhetoric about lack of fit between the practices of higher education institutions and the needs of companies in the private and public sector, and I am delighted to see that the employability and enterprise CETLs have just quietly got on with these valuable initiatives with their employer partners. These examples of partnership – especially those based on a three way link between student, academic and employer –show us a tangible way forward."

Section 3: Examples of good practice: tools and resources

> *There are opportunities in many modules for small changes to have 'win-win' benefits by demonstrating the commonality that exists between academic activity and employability.[69]*

The employability and enterprise CETLs have made a significant and substantial contribution to support students to develop employability attributes by creating new materials and adopting different approaches to teaching and learning. In this part of the report some good practice materials are highlighted. These are a limited number of exemplars of resources produced to support both students and staff and other examples can be found in the repository on the HEA website. The section provides examples of tools that have been developed for staff to work with students to assist their career management and employability development. These include classroom based toolkits, web-based resources, staff development activities and resources for developing work-related experiences within the curriculum.

Career development and employability learning

According to Watts and Hawthorn personal transferable skills and career management skills have some degree of overlap but are essentially different in focus: "the focus of career management skills is upon competence in making and implementing the decisions that determine one's career. The focus of personal transferable skills is on competence within the positions."[70] Both foci were developed by the CETLs, and were sometimes linked.

Classroom-based games and simulations

The UCLan Employability Framework (UEF©), developed at CETH is designed primarily for staff, but a range of other learning materials for use by students within and outside the curriculum have emerged from it. These include 'Employability: The Game', 'UEF Student Definitions' and the 'UEF Recruitment Tool'.

Employability: The Game is an interactive tool that raises awareness not only of students' own skills and experiences but helps them become familiar with the language and terminology associated with employability. Each card is related to one of the skills on the UEF, and the UEF definitions for each skill, plus student definitions, are provided as a crib sheet. Within the curriculum, it can be used as an induction or introductory exercise or at a deeper level in relation to specific career paths. The game could also be used as a mock recruitment exercise.

---

[69] Pedagogy for Employability Group (2006) *Pedagogy for Employability*. Learning and Employability Series 2. York: Higher Education Academy.
[70] Watts, A.G. and Hawthorn, R. (1992) *Careers Education and the Curriculum in Higher Education*. NICEC Project Report. Cambridge: Careers Research and Advisory Centre.

UEF Student Definitions includes a set of examples describing what each employability term means to a range of students, in their own words. These can be used alone or alongside the framework definitions to enable students to first understand the skill clearly, but then to appreciate how and why they may need to describe this more fully to a potential employer. The CETL's research revealed that students do have an awareness of these employability skills, but sometimes need help recognising and articulating them, especially as students, staff and employers often use different language to explain and define employability.

In the **UEF Recruitment Tool**, the framework has been used to develop 'recruitment packs' for students that are especially useful for those carrying out work placements or live projects. The skills from the UEF are mapped against recent job descriptions and person specifications to show students how to tailor their CVs and application forms appropriately. The UEF is used to compile a typical job description and person specification that identifies the tasks typically involved and the skills required to meet the person specification. This enables a student to draw directly on instances in their curriculum where they have developed these skills and attributes.

> The e3i CETL at Sheffield Hallam University further supported the development of The European Challenge[71], a business simulation that promotes learner autonomy by providing a virtual learning environment in which control of learning is given over to students through a variety of tools. The project is team based, with teams constructed of pan-European participants and is centred upon business and management issues with a corporate real estate focus, and broadens students' appreciation of business issues operating a fully integrated business and real estate scenario. The Challenge uses online resources and encourages students to seek out information autonomously. It focuses on key principles and advocates the need to recognise that detailed information is constantly shifting and how to manage this change in information resources. While all students follow a carefully planned brief, how they manage the learning is largely left to them as both a team and as individuals. The Blackboard learning environment facilitates a range of learning opportunities for which they must take control and set the pace and agenda for learning. The 'Challenge' aspect of the project is addressed in terms of the pressure created by the timescales imposed, the intensity of the project, the intellectual 'stretch' and the extension beyond their comfort zones. Academic staff from all the institutions involved act as members of the company 'Board', and the scenario builds in tensions between the Board members which replicate real-life consultancy experience in this area. Each tutor has a role play briefing that details their behaviour, personality types, typical sayings and most important of all their stance on a series of fundamental decisions to be made in relation to the students task, a business relocation process. The participating universities believe that the Challenge has proven to be a useful tool in increasing employability and appears attractive to employers who require more business awareness, and who attend the final presentations to seek talent.

Web-based resources

> CCMS supported and promoted curricular innovation across a range of institutions with resources that were either developed in collaboration with other universities or licensed for use in HEIs nationally and, in some cases, internationally. One of these resources is a website, **Destinations®**, which has sold to over 60 other higher education institutions, including overseas. This is a relatively non-directive repository of careers information and advice, but written from a particular perspective, that of a professional careers adviser. The perspective is

---

[71] See: http://employability.shu.ac.uk/hea.html.

supplemented and challenged by other viewpoints provided by video interviews. **Destinations®** is a career learning website that has been specifically developed for undergraduate students in higher education, and taught postgraduates[72]. The topics covered are not unusual, from application forms to work experience, but it provides institutions with a comprehensive suite of materials that extends beyond the traditional DOTS model. Students can use the site independently (and thousands are estimated to have done so) or course creators can deep link to specific pages of the site, creating a bespoke course. Institutions can customise the site to include their own logo, branding, content, images and video, building upon a credible and well-researched core. The material is now more widely accessible to individual graduates in the labour market, since it is now used to provide core careers information content for a new graduate employment website.

Web resources were produced by CCMS in partnership with other institutions that were funded by the CETL. 'Beyond the PhD' and 'Student Stories'[73] have unmediated material as the core content. By listening to unexpurgated interviews, users of these sites can reach their own conclusions through engagement with diverse perspectives. These two websites use articles written by staff and students that develop an argument to complement the student narratives. For example from 'Beyond the PhD': "When you start thinking about them, the transferable skills developed by the PhD experience become obvious: you have to design, budget and execute an original, constantly evolving four-year project almost completely independently; you need cast-iron discipline to keep at it and maintain control; you have to write and edit a 100-page thesis with 300 footnotes and 1,200 detailed references to an academic standard; and if you organise seminars or conferences you must have the people-management skills to deal with peculiar academic types," recounted one unemployed postgraduate, describing the breakthrough in a difficult job search.

'Student Stories' similarly captures the authentic student voice: the website features audio and video clips drawn from eight universities with students talking honestly and openly about their university experiences. Rather than promoting particular universities or courses, they provide completely subjective and diverse insights into a wide range of student lives, so that users can make up their own minds. Curriculum material has been developed and piloted and summaries have been provided of what has been done.

Although the core target audience for the website was originally undergraduate students, to stimulate their own reflection through hearing the experience of others, staff within and beyond the University of Reading have indicated they are planning to use the site in different ways, including: seeking advice on supporting compact arrangements with local schools and other retention work; widening participation; PDP and careers modules; staff training and Postgraduate Certificate in Academic Practice assignments. There is also a growing interest in its use by colleges and sixth forms to support students in making HE choices.

CCMS, through its many partnerships with other institutions, feels that it has nurtured the expectation that careers education should be characterised by research-informed practice, transformational technology, collaboration and culturally relevant design and delivery. CCMS has produced two resources from a funded project, GRO and CareerUnlocker[74], which the University will be promoting as free resources to the sector using a dedicated webspace. GRO helps students to assess themselves in five different areas: confidence, locus of

---

[72] See: http://www.reading.ac.uk/ccms/destinations/ccms-destinationshome.aspx.

[73] See: http://www.careertools.org.uk.

[74] See: http://www.careertools.org.uk/ and http://www.reading.ac.uk/SerDepts/cj/Careers/Publish/careerunlocker/.

control, living in the present, managing transition and dealing with uncertainty. It asks students to complete questionnaires, reflect on past experiences and to look at specific student narratives, all embedded in the University experience. CareerUnlocker is based on Bill Law's CPI model (Coverage, Processes, Influences) and is designed to help those who have got stuck at some point during the career decision-making process; it encourages them to identify what the obvious and underlying reasons in their unique situation are and provides advice on how to make further progress[75].

Another collaborative venture, between the University of Bedfordshire, The Open University and Sheffield Hallam University, developed STARS[76], an interactive personal development tool. This helps students to identify their skills and competencies based on their life experiences, illustrate these and transform them into language employers identify, so as to provide convincing evidence to inform CV building and interview conversations. The CETLs believed that many of the tools currently available to students approach this process with relatively few examples and illustrations. It was felt students would benefit from a range of scenarios to demonstrate how they could articulate and 'unpack' their experiences to extract maximum value from them in evidencing personal development, skills and attributes.

Approaches to engaging employers

> ... the belief that employers and academics both value some similar kinds of achievement (such as problem-solving, communication, learning how to learn) implies that it is right to take employability seriously, even if the demand for highly-skilled graduates is sometimes low and often favours certain subsets of graduates.[77]

All the employability and enterprise CETLs have made efforts to engage employers in their students' experience.

One resource, 'Engaging Employers to Enhance Teaching and Learning', grew out of a research project at CCMS. This produced 'The Employability Toolkit' (see also Stakeholder involvement engagement: Employers section on page 43). The Toolkit describes in detail eight possible ways of engaging employers in the curriculum, offering different opportunities for different disciplines. Eight types of employer engagement are described: employers in the classroom; employer advice on the curriculum; work-based learning; work-related learning; mentoring relationships; employability modules; accreditation of programmes by professional, regulatory or statutory bodies; and sponsorship and scholarships.

Examples of all these approaches are illustrated by case studies drawn from within the University – an effective way of demonstrating local relevance, in a research university – and the academic community is urged to develop a programme-specific approach to employer engagement: "How a school engages with employers should be related to the school's approach to employability, which in turn should be related to how it aims to help students form a firm foundation for their life after graduation. Both will need to be congruent with the nature of the disciplines taught within the school." The Toolkit also provides further

---

[75] See: http://www.hihohiho.com.
[76] See: http://www.starsprocess.ac.uk/page/index.php.
[77] Yorke, M. (2004) *Encouraging the development of employability: A guide for senior managers.* ESECT Briefings on Employability. York: LTSN and Prospects.

resources to assist university schools to reflect on how they are engaging with employers; to explore different approaches to engaging employers within their curriculum; and to identify and explore possible new activities and teaching methods that will enhance their students' learning.

Enhancing work experience and work-related learning

The CETLs have developed innovative forms of work-related learning to complement heightened efforts to extend work placements and projects. CETH developed Realistic Work Experiences (RWE)[78], to enable students to undertake on-campus, career-related projects and work in purpose-designed realistic work environments for the cultural industries: "CETH's RWE teaching model for employability encourages students to apply knowledge and understanding to realistic practice, giving career focussed outputs and evidence for employment." RWE developments included the Publishing RWE. This was supported by writers, publishers, artists and businesses who act as coaches, teachers, consultants and clients. The Museums and Exhibitions RWE used bespoke facilities and resources to work with museums, councils and community groups, developing exhibitions for the community: "They give you the opportunity to develop and apply your historical knowledge and skills in career-related contexts, involving you in considering issues that relate to both the use and management of different types of primary source material."[79] Placements in these areas are very difficult to obtain, and this initiative, enabled by CETL capital funding, provided 'work experience' in unusual areas.

Drama and Events, and Audio, Film and Media experience was also offered, and Pharmacy, Health and Journalism also adopted RWE activities. The CETL team felt that across the University and externally, the provision of activity-based learning for students increased, and the potential for generation of income and in-kind input from outside organisations has been enhanced. The CETL funding enabled the significant investment required in the dedicated physical space for such innovation, including an art gallery and a professionally equipped radio room.

At discipline level, CETH prepared *Work-Related Learning in English Studies: a Good Practice Guide* for the Higher Education Academy Subject Centre for English[80]. This offers a comprehensive demonstration of how work-related learning can be integrated into non-vocational disciplines without compromising academic standards and values. Although explicitly designed for English students, it has wide relevance to other non-vocational disciplines. The publication directly addresses: the anxieties of academic staff and students in non-vocational disciplines when considering work-based learning; reviews a wide range of methods and approaches including opportunities for situated learning, group learning and e-learning; assessment methods for work-related learning; the staff development required; the practicalities of setting up such schemes; and how to evaluate the impact of such modules and projects.

---

[78] UCLan, Centre for Employability through the Humanities: http://www.uclan.ac.uk/ahss/ceth/about_ceth.php.
[79] Geoff Timmins, CETH Fellow.
[80] Day, H. (2010) *Work-Related Learning in English Studies: a Good Practice Guide.* Available from: http://www.english.heacademy.ac.uk/archive/publications/reports/workrelatedlearning_guide.pdf [accessed 21 January 2011].

Venture Matrix[81], a work-related learning scheme developed by a special interest group of the e3i CETL and funded by e3i from its inception, has grown to be an important mechanism for the development of employability skills among participating students. The Venture Matrix is a work-related learning scheme that allows current students the opportunity to simulate the business world as an accredited part of their course. Students can set up their virtual company and trade with each other in a risk free environment, helping them to develop essential knowledge and experience the holistic nature of working in their chosen professions. The programme offers students university-wide, realistic, work-related experience to enhance their study, and allows access to the diversity of learning and skills of other Venture Matrix companies.

CELPL[82] reported in their self-evaluation that "96% of students reported having done some form of work-based learning in CETL subjects. This is far higher than the average." The actual number was estimated at 2,200 students. The CETL team believed that by moving from a reliance on traditional forms of work-based placement to more diverse forms of work-related learning, the CETL has been able to offer a richer and more valuable experience to both students and employers: "Work-based learning has long been the bedrock of an employability-related curriculum. The CETL has taken traditional notions of work placements and further developed them such that students, staff as well as employers/external organisations derive maximum benefit from the experience. This has led to the growth and diversification of work-related learning opportunities for students that encompass traditional work placements as well as real-life employer-derived/driven projects undertaken by individuals/groups of students and creation of authentic work environments. Students may also us their own enterprise activities to fulfil the work-based element of their programme."

Two guides to enable academic staff to improve curriculum development in relation to student placements, and which are available to the whole UK engineering community, were developed by the engCETL at Loughborough.

Industrial placements for engineering students: a guide for academics[83] was developed for the Engineering Subject Centre and disseminated nationally. It is aimed at academics and other staff involved with the provision of placements for Engineering students, and provides practical advice about developing links with industry and setting up appropriate placement opportunities for students. They also produced a short guide for employers outlining the benefits and expectations relating to being involved in an industrial placement: *Guide to Industrial Placements for employers*[84].

---

[81] See: http://venturematrix.shu.ac.uk/Welcome.cfm?CFID=8740477&CFTOKEN=58186278.

[82] LJMU, Centre for Leadership and Professional Learning (CELPL): http://www.ljmu.ac.uk/cetl/index.htm.

[83] Higher Education Academy Engineering Subject Centre (2009) *Industrial placements for engineering students: a guide for academics*. Available from: http://www.engsc.ac.uk/teaching-guides/industrial-placements/ [accessed 21 January 2011].

[84] Higher Education Academy Engineering Subject Centre (2008) *Guide to Industrial Placements for employers*. Available from: http://www.engsc.ac.uk/downloads/employers-guide-on-placements.pdf [accessed 21 January 2011].

These examples of work experience and work-based and work-related learning represent only a small proportion of the developments in this area of learning supported by the CETLs. They illustrate the capacity of the CETL initiative to extend existing practice into more diverse and challenging opportunities and to create a momentum that was less perceptible before.

Conclusion

This report celebrates the successes of the employability and enterprise CETLs. It has shown examples of CETLs impacting upon institutional strategy and senior management awareness; significant innovations in curriculum development and assessment methods; and an abundance of methods and materials for employability and related areas. Staff development and the dissemination of exemplars within and across institutions have accelerated, and one of the most significant changes noted in the many examples is how employability and enterprise development has been embedded in mainstream teaching and learning. Students have been drawn into learning partnerships in a number of ways and have contributed to strategies for engaging their peers, and innovative approaches to employer engagement have been explored including support for academic staff to work effectively with relevant employer partners.

The employability and enterprise learning CETLs have produced excellent resources, which have demonstrated that they are worthy of continued support. The legacy of the CETLs is, therefore, of great importance to the higher education sector, and should be sustained and prioritised even in the context of reduced resources.

There are two key opportunities that can maintain and extend the CETL legacy: building upon the new requirements for enhanced transparency of information about institutional provision for employability and enterprise, and providing ongoing support and development of the networks of practitioners and students developed during the lifetime of the employability and enterprise CETLs.

With reference to networks, we have seen that the CETLs have produced robust and durable resources, both individually and working collaboratively. This body of knowledge can be maintained and enhanced through HEA support for two existing networks: the Employability Staff Development Group[85], established by staff in CETL-funded institutions; and the CETL Student Network, which is now established as the Student Learning and Teaching Network[86]. Both networks are open to interested individuals and can support stakeholders in developmental activity as well as acting in an advisory capacity. The development by the HEA of a permanent repository of reference material, which will be owned by the sector and will be further developed over time with the support of the networks, is pivotal.

Secondly, the legacy of these CETLs will inform current sector imperatives. Policy and practice developments in student engagement, employer engagement and the staff development necessary to underpin these activities will need to be informed by the employability and enterprise learning agenda. The HEA is well placed to ensure that this agenda is informed by shared approaches and outcomes based on an understanding of what works.

---

[85] See: http://search3.openobjects.com/kb5/hea/evidencenet/network.page?record=Mv4o9KRv9jE
[86] See: http://studentlandtnetwork.ning.com/

APPENDIX 1

The CETLs in context: Government initiatives to enhance graduate employability in English universities 1985 to 2010

To gain a perspective on the achievements of the CETL initiative, it is helpful to view this major Government investment in the context of earlier graduate employability initiatives upon which these CETLs may be said to have built. The past 25 years have seen the introduction of a new academic discipline, underpinned by research and delivered by innovative pedagogic approaches.

Careers services shape the curriculum

In 1985, the first steps in developing what was then known as 'the skills agenda' or 'careers education' in the mainstream curriculum were taken when the DfEE funded two pilot programmes to develop 'enabling skills' in influential institutions, initially, Churchill College Cambridge and the University of York. It was named *Pegasus* – and was for high-flyers. This set out to equip students opting for 63 hours of contact time and an additional period of work experience in the Summer vacation with the ability to "take charge of his or her own learning, thus building self-confidence and belief in his or her own ability to achieve".

'Enabling skills' were articulated in response to the increasing attention the Thatcher Government was giving to companies' complaints that UK graduates did not possess the personal attributes they were seeking. Like many of the later refinements of the skills agenda, *Pegasus* owed more than a little to contemporary management and officer training, and was staffed mainly by secondees from blue-chip companies (though an adaptation of this programme took place at Portsmouth Polytechnic, included in the pilot, where it was eventually agreed that Pegasus would be piloted with Sociology and Language students, delivered by academic tutors, the Pegasus co-ordinator and the careers service).

In 1988, the DfEE also provided funding for a flagship project at the University of Sheffield on 'Personal Transferable Skills'. This action research project identified 108 skills organised into eight categories within four 'zones', and provided a comprehensive kick-start to what has turned out to be decades of attempts to define and implement the skills employers are seeking in the higher education curriculum.

It is important to remember that at this time, the drive to embed personal skills and career development learning in the academic curriculum came from institutional careers services, often struggling against the odds with academic colleagues. During the 1980s there were at least three careers services whose activities brought careers staff into the academic arena – Portsmouth Polytechnic, Oxford Polytechnic and the College of Ripon and York St John – although not without resistance from academic colleagues. In the Spring term of 1988, Oxford Polytechnic (now Oxford Brookes University) became the first British HE institution to run an assessed, curriculum-based module on career planning.

Enterprise in Higher Education

How did academics feel about teaching – even researching – an unfamiliar discipline? Today, as the leadership of many of the Employability and Enterprise CETLs testifies, there

are a significant number of academics who derive great satisfaction and status, even Chairs, for their leadership in this area, but before the Enterprise in Higher Education initiative (EHE) initiative, this was embryonic.

The EHE programme gave significant resources to higher education institutions UK-wide to "establish and embed the concept and practice of Enterprise within universities and to increase the effectiveness of higher education in preparing students for working life".

Key changes took place, when the involvement of academic staff in designing and developing career-related learning activities was seen for the first time in many institutions with EHE programmes.

Although there had been evidence of tutors' involvement in career-related learning activities before EHE – especially in vocational courses and some examples of collaborative work between careers services and academic departments – EHE encouraged academic participation or even leadership in the delivery of 'skills' and 'career development learning' or 'career management', as careers education increasingly became known.

Enhancing Student Employability Co-ordination Team

In 2002, the Enhancing Student Employability Co-ordination Team under the leadership of Professor Peter Knight of the OU, established a unique partnership in which the Association of Graduate Careers Advisory Services, the National Union of Students, the Association of Graduate Recruiters, the Centre for Recording Achievement, the Higher Education Academy (then the LTSN) worked with well-known researchers in the field to deliver a programme for the HE sector developing academic approaches to employability development.

This programme provided a forum for stakeholder organisations and influential individuals to come together to support the higher education community in fostering highly skilled, employable graduates. The 'E' word, which had been carefully avoided in earlier initiatives, was used freely for the first time, and seminal contributions were made to the pedagogy of employability learning, notably the USEM model (Understanding, Skills, Efficacy, Metacognition) – an articulation of employability that won over many academics and senior managers.

Centres for Excellence in Teaching and Learning

These, then, are the precursors of the employability and enterprise CETLs, which commenced in 2005, and it is worthy of note that some individuals who were first involved institutionally and nationally in EHE and ESECT have also contributed significantly to these CETLs.

Conclusion

More than two decades of Government funding has had a major and distinguishable impact on the ways in which students' attributes have been enhanced to enable them to achieve more effective transitions into the world of work, most noticeably in the incrementally

increasing involvement of institutional managers and academics in curriculum change to develop employability.

It remains a challenge to equip academic staff, driven by departmental, discipline-focused agendas, with the support and development they need to deliver what is now known as the employability and enterprise agenda – or more broadly, the graduate attributes learners are entitled to have the opportunity to develop during their higher education. It is not always easy to engage students in learning processes that require them to take greater responsibility for their learning and to articulate and use the attributes as well as the knowledge they are acquiring. Drawing employers into a meaningful role in shaping the curriculum and providing experience for students of the working world is a complex process.

It is easy to forget the extent of the transition that has taken place in these areas of learning and the rich heritage that has led to the creation of a community of practice and a mature pedagogy in employability and enterprise. There is much to build upon in the future.