

# Interim Evaluation of the CETLs

As part of HEFCE requirements, all CETLs have undertaken an interim evaluation of their activities after two years of operation. This has encouraged the CETLs to reflect on the impact they have had, both within the institution and externally, and the extent to which they are contributing to the objectives of the national CETL programme. The evaluation reports and their appendices (i.e. the evidence base) can be accessed via the CETL web site:  
<http://extra.shu.ac.uk/cetl/index.html>

The evaluation exercise reveals:

- The large number of staff at SHU involved with or influenced by CETL activity;
- Direct impact of CETL work upon the student experience;
- The link between CETL activities and the LTA strategy of SHU;
- A high level of dissemination of CETL findings and resources, both within SHU and externally;
- Creative approaches to reward and recognition for those colleagues supported by the CETLs.

The CETLs have HEFCE funding for a further three years, and the evaluation has been a useful process to inform the development of priorities and approaches going forward.

**David Laughton, Director of the Employability CETL comments:**

*"The CETLs have made a demonstrable impact upon the student experience at SHU. They have provided colleagues with the support, resources and networks to work in innovative and creative ways in developing learning, teaching and assessment practice. They will continue to be a major focus for LTA development within SHU over the next three years."*

## “Shaping up to the Future: The Business Vision for Education and Skills”

**Yat-Fai Tang and Nicola Barraclough**

In April 2007, the Confederation of British Industry (CBI) published a report entitled "Shaping up for the future: the business vision for education and skills", which outlines a series of recommendations relating to education and skills development within the UK, and contains specific sections addressing graduate employment. The report discusses employer requirements for graduates with generic employability skills. An employment trends survey by CBI/Pertemps found that employers had problems with generic employability skills such as team working, communication and problem solving. Similarly, graduates attitude to work, self-management skills and business awareness, are identified as problematic. The report recommends that Universities should ensure generic employability skills are developed alongside academic achievements.

The report indicates that businesses are sceptical about government targets to get 50% of young people into higher education; indeed, 32% of employers felt that raising the quality of university graduates should be the government priority, whilst only 2% of employers felt that increasing the quantity of graduates should be the priority. Greater business-university collaboration is seen as central to improving both the quality and quantity of graduates, as well as raising levels of skills and innovations. The report indicates that employers are prepared to be involved in this process in terms of providing work placement and as guest lecturers.

The report also indicates that employers are unhappy with foreign language skills in graduates. Language skills are crucial in the global economy, and the report recommends that undergraduates are provided with the opportunities to develop foreign language skills, either as part of their degree or in terms of development of wider skills. The report also recommends that careers advice should promote the value and importance of languages and suggests that incentives should be offered to encourage undergraduates to take intensive modules in two key languages, namely Spanish and Mandarin.

The report highlights the need to invest in science, engineering and technology skills, due to the likely demand for occupations requiring these skills by 2014. Similarly, an increase in maths students is noted. The report suggests that a target should be set to get 25% of all students studying science, technology, engineering and maths degrees; this could be achieved by investing £610m a year to offer bursaries for students studying these subjects. The report also notes that employers should have involvement in the curriculum of science degrees where specific technical and practical skills are crucial.

**Any views on this article? Please e-mail the editor—  
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## Getting in touch

If there is an article that you would like to write/contribute to/read about in the next issue, contact the new editor

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## Find out more

For further information, news, developments and a user friendly list of CETLs FAQs please visit our website at <http://extra.shu.ac.uk/cetl>

# CETLview



## Welcome to CETLview, the newsletter updating you with what's going on in the CETLs.

It's the start of the new academic year and there have been some changes in the CETL teams. We will start this edition of the newsletter by introducing the new people who have joined the CETLs.

### Profiles

**Ivan Moore**  
CPLA Director

I have been an independent Educational Consultant, since 2004, working with a number of UK Universities, including the University of Manchester (CETL, Enquiry Based Learning), Loughborough University (Eng CETL and Eng Subject Centre), Nottingham Trent University (CETL and FDTL) and the University of Sheffield (FDTL). My international consultancies include University College Dublin, Limerick University, Dublin City University and the British University in Egypt. My other work includes consultancy for the Engineering Council.



My career to date includes 2 years as Director of Learning at the University of Portsmouth and three years as Director of Learning and Teaching at the University of Wolverhampton. Before that I was Assistant Director of Educational Development at the University of Ulster where I was a lecturer for 12 years and Academic Staff Development Officer for four years. My main interests are innovations in teaching, learning and assessment, Enquiry Based Learning and promoting excellent teaching through self and peer observation. My many publications include books on Innovations in Teaching Science and Engineering. I was chair of the Editorial Board of The New Academic for five years.

**Bridget Winwood**  
Associate Director

I was appointed to the role of Associate Director for the e3i CETL in March 2007 and have recently become a Teaching Fellow in assessment. I am a Registered Nurse and certified instructor (advanced level) in non-violent crisis intervention. My teaching areas have evolved over my time with SHU and now focus around leadership, enterprise/ entrepreneurship, coaching and personal development planning. I was instrumental in the introduction of PebblePAD to SHU as a platform for integrating personal development planning into the learning experience and am involved in the continuous monitoring and evaluation of this initiative.



**My particular employability interests are:**

Self – assessment, development of entrepreneurial skills within curricula, personal development and career planning and curriculum plus and value added.

**My responsibilities within my role as Associate Director include:**

Forging greater links between the e3i CETL and assessment in relation to authentic, real – world practices, promoting and supporting the embedding of PDP/employability & enterprise in new and existing courses, leading the Personal Development Planning Special Interest Group (SIG), further development of materials promoting self – assessment and a research study examining perceptions of employability versus vocationality in courses conferring eligibility to register as a health professional.

**Issue 7**

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 **Sheffield Hallam University**

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Please contact us for details.



Peter Twomey  
Associate Director

Having worked at Sheffield Hallam for twenty five years I have from the outset been actively engaged with employers locally, nationally and internationally. Initially, as a course leader of the Nursing degree I was influential in drawing together a partnership between the local Sheffield School of Nursing, Sheffield City Polytechnic and Sheffield Health Authority through which responsiveness to employer need was core to curriculum development and innovation.



Later, as Head of the then Department of Health Studies, and in anticipation of employer need, I piloted Interprofessional learning in the areas of Nursing, Physiotherapy and Occupational Therapy. This aspect of provision is now a core feature of health and social care courses at SHU.

More recently I have been proactive in anticipating Health Service employer / contract demands in relation to the Widening Participation agenda which has now refocused on inclusivity, community engagement and employability at both Faculty and University level. This focus is reflected within a partnership project which includes Sheffield Hallam University, Sheffield Teaching Hospitals, Longley Park College, Sheffield College, Sheffield Local Authority, Leeds University and representative community groups exploring approaches to community engagement and employability

As an academic with a strong commitment to practice relevant educational provision my teaching and research activity reflects this focus. Externally, networking with employers is a central part of my work. I am on the Board of Directors of QCP, an educational brokerage organisation for the Social Care Sector; I am on the Board of Governors for Fir Vale School and a member of Academic Board at SHU.

Student Intern News

CIPeL CETL

Frances Gordon

CIPeL's first, year long, student placement has now completed and Claire Hannah has returned to her studies in ACES after completing her work experience as an assistant developer with us here in the CIPeL team. Helen Bywater (Associate Director) reports that Claire's placement was very successful, and she indicates that it has been very useful to have a student perspective on the learning resources we have been producing. Luke Miller (Senior Learning Technologist) was impressed with Claire's level of knowledge when she started her placement and with the speed that she expanded her skills set during her time with us. Claire's visiting tutor reported that CIPeL provided an excellent, novel and productive placement from which everyone gained.



Claire Hannah,  
Outgoing CIPeL  
placement student

Such was the success of Claire's placement that we have offered two student placements this year. CIPeL is funding one placement and the Faculty of Health and Wellbeing the other. The students are: Adam Cocking who is undertaking a BSc in Software Development and Games and Brett Howarth who is undertaking a BSc in Interactive Media with Animation, both in

ACES. Adam says he applied for this placement because he already had some relevant experience and is interested in learning object development. Brett was interested in working with CIPeL because he needed a year's experience in a computer related environment and thought the CIPeL experience would offer exposure to a range of software packages.



Adam Cocking, new  
CIPeL placement student  
studying BSc Software  
Development and Games



Brett Howarth, new CIPeL  
placement student  
studying Bsc Interactive  
Media with Animation

e3i

Just a quick personal introduction since I will be co-editing the CETLview this year. I applied for the Employability CETL placement role because I believe it will offer me a range of work and different experiences to bode well for my future plans. I want to apply and develop the skills and experiences from the course that I am undertaking, a BSc in Business and Technology. Also I have been a student representative on the course, so I hope to bring the student view into the work of the Employability CETL.



Yat-Fai Tang, new e3i  
placement student  
studying BSc Business  
and Technology

CETL Associates

Placement Induction Block Week

Ian Jones

Ian Jones (Faculty of Development and Society) was an Associate Director of e3i last year. He used his time to design and develop a Placement Induction Block Week for the degree in Real Estate, to prepare students to "hit the ground running" when they started their placement. Twenty students participated in the Block Week. Different activities were featured on different days, and the aim was for students to experience an intensive preparation programme before they joined their placement providers.

The activities included team building, identifying individual strengths in a team context via a Myers Briggs Type Indicators assessment, a recruitment assessment centre simulation, student presentations on problem scenarios in real estate, skills sessions e.g. writing business letters using appropriate real estate conventions, accuracy in numeracy, and a case-based property exercise worked on in teams.

Ian believes the support of e3i was invaluable in providing the time to develop the Block Week, and found being part of the wider CETL team a stimulating environment to work in. The sessions were held in the CETL rooms, level two of the Owen Building, and these were deemed to be a useful resource in actually delivering the sessions.

*"The Placement Induction Block Week helps students to understand what employers want and what they expect from day one of their placement. It helps them to understand what they do in the workplace is real and matters."*

Ian Jones

e3i Resources  
PDP Card Game

Colin Beard

e3i has supported the development of a PDP resource. Part of experiential learning techniques, the card game is based on the popular card game "Rummy", and has been trialled around the world, in different countries, cultures, organisations and educational institutions.



Each card contains a general statement of a personal trait, attribute, strength or weakness. Participants are asked to gather a "hand" which forms their personal profile. At the end of the game, participants can use the information as a basis of an action plan or a personal development plan. The information can also be used when forming task groups with different strengths and attributes.

At present the card game will be used by 1st year students. The card game can be changed so that it contains personal, academic and professional attributes in separate decks of cards. The decks can be mixed or used as a combination.



A group of students in Taiwan playing the card game

*"The card game has given groups of people within organisations or students a high level of instant involvement and group interactivity. The mood in which students participate within the game is much more relaxed and in the context of PDP it is a different and engaging approach to delivering the skills needed for personal reflection and action planning which are core elements of employability"*

Colin Beard

Hospitality Alumni Network in the Faculty of O+M

Jenny Cockhill and Dave Egan

The idea of the Hospitality Network supported by resources from e3i was developed from the Alumni Mentoring Scheme currently in operation. It has been planned that the mentoring scheme and the Network will work in conjunction.

The mentoring scheme started 3 years ago when recent graduates from the Hospitality range of courses mentored final years students. It is believed that recent graduates have a better understanding of the course material and the pressures involved. At present, there are 30 mentors participating in the programme with each mentor usually being matched with 1 mentee. The matching process is done by Jenny who ensures that they are matched to the same course with their specific specialisms such as Hospitality with Business Management, Culinary Arts or Events.

The aim of the mentoring project is to help mentees solve the problems themselves rather than providing the solution for them.

Even though many of the mentees have completed a year in industry, the mentors are able to give mentees a clearer insight into the world of work.

The benefits for mentees participating in the scheme are that it gives them support for the job application process, job shadowing from the mentor, career advice as well as support and guidance in their final year dissertations and projects.

There is an opportunity for mentees to meet face to face with their mentors at least once throughout the year but the bulk of the mentoring is delivered via e-mail as well as visits or telephone. Usually there is an opportunity for mentees to job shadow at the mentor's place of work and an opportunity to meet with mentors formally at the end of the year (Jun/July)

Feedback from mentees has been positive, saying that mentors' contribution has been useful and has provided them with support and advice in the job application process such as interviews and assessment centres and directing them to the appropriate sources of research for this. Also, mentors gave mentees an insight in the decision making process for job applicants, giving mentees a feeling of support for their future career plans.

Mentor feedback has been constructive, as participating in the scheme has focused on their self-development and has improved their confidence and the ability to express their own experiences to advise others.

The reason the mentoring scheme is evolving into a Hospitality Network is that from the Alumni feedback it seems that they would like more contact with Sheffield Hallam in addition to the mentoring system in place. The Network is based on a website developed from the main Alumni Network and will provide a platform to showcase the work of Hospitality graduate students. Also, there will be the ability to search for people within Hospitality courses as well as showing services that the Hospitality group provide such as academic resources and advertisement of placement opportunities or job vacancies.

*"We hope that when the Hospitality Alumni Network website is launched it will facilitate contact between the Hospitality department at the university and the Alumni and deliver the key resources and services that Alumni require to maintain Networking between key contacts"*

Jenny Cockhill