# CETLview

Embedding, Enhancing and Integrating Employability Inter-professional e-learning Promoting Learner Autonomy Embedding, Enhancing and Integrating Employability Inter-professional e-learning Promoting Learner Autonomy Embedding, Enhancing and Integrating Employability Promoting Learner Autonomy Embedding, Enhancing and Integrating Employability Promoting Learner Autonomy Embedding, Enhancing and Integrating Employability Promoting Learner Autonomy Inter-professional e-learning Embedding, Enhancing and Integrating Employability Promoting Learner Autonomy Embedding, Enhancing and Integrating Employability Inter-profession

**Issue 8**

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

### CPLA: A new direction with greater rewards
**Ivan Moore**

The strategy for the first two and a half years of the CPLA focussed on recognising and rewarding excellence and on developing new areas of excellent practice. As we move into the second phase of our work, we are preparing to move into output mode. Our new Director, Ivan Moore, has developed our new strategy which will disseminate and embed excellent practices and grow a community of practice in developing learner autonomy.

Already, we have identified a core team of expert practitioners, who have become CPLA Associate Directors: Mike Bramhall, Roger Lloyd-Jones, Ranald Macdonald, and Christine O'Leary. To this distinguished list, we have now added Richard Lynch and Florence Du Jardin as leaders in research, scholarship and evaluation and Liz Barratt, Kay Moore and Cal Weatherald as convenors of our leadership teams in strategic topics in Learner Autonomy.

Over the next two years, we plan to expand and embed our work in Learner Autonomy through several strands of our strategy:

1. We have recently issued a university-wide invitation to staff to bid for project funding and support to develop innovative approaches in enhancing learner autonomy.

2. We have introduced a major project in Learner Autonomy in each of our Faculties. These flagship projects will embed Learner Autonomy and will identify and reward certain key academic staff as project leaders.

3. We are in the process of introducing six Scholarship Teams in Autonomy Research (STARs). These teams will work over the next two years to identify good practices and to provide advice and guidelines in each of the six scholarship areas: Developing a Conceptual Stance to Higher Education; Motivation and Engagement; Developing Information Skills; Managing and Organising your Learning; Enquiry Based Learning; and Student Partnerships.

In these ways, we plan to have a significant impact on a substantial portion of the University in ways that will enhance our capacity to support learners in becoming more autonomous.

| Associate Directors | | | Associates |
|---|---|---|---|
| O & M | D & S | HWB | ACES |
| Conceptual Stance | | | |
| Motivation and engagement | | | |
| Information skills | | | |
| Organisation for learning | | | |
| Enquiry based learning | | | |
| Student partnerships | | | |

Innovative Development — Special Interest Groups, Small Scale Projects, Scholarship Teams in Autonomy Research, Faculty Development Projects — Strategic Development

## Sheffield Hallam University

### SHARPENS YOUR THINKING

## HWB Employability Away Day
**Bridget Winwood**

e3i CETL funded the Employability Residential Event on 15/16 January. The event is part of the Faculty's LTA support strategy for the revalidation of the Health and Social Care courses.

Before the event, each subject group had previously identified an employability lead whose remit would be:

- To share their groups' ideas and current practice

- Feedback to planning group

- Form a support forum

- Monitor and map employability in their groups' planning

Planning for the Away Day involved a 2 hour session for the employability leads to introduce and raise awareness of the need to embed employability within validation documentation and to identify the most relevant topics for inclusion within the residential event.

Themes identified from the session formed the final programme for the residential. People with relevant expertise were approached to facilitate interactive sessions at the event.

The event had 5 specific aims:

1) Initiate a continuing support process for employability leads.

2) Provide an opportunity for exploration and discussion around employability issues.

3) Enhance potential for consistency across planning and documentation and reach a common understanding of these topics.

4) To enhance the lead person's knowledge in approaches to effect change and create awareness of on-going support.

5) To ensure awareness of the links between Employability and the International / Public Health / IPE agendas.

The event had full attendance across all subject groups. It provided a conducive environment for the depth of discussion to explore current best practice and potential ideas for innovation. This created the opportunity to discuss the lead person's role in their subject group as a potential change agent. Discussions then led to the formation of a support network to underpin continuing planning and a platform for agreeing a continuing support programme for employability leads.

**Outcomes of the event and the comments made by attendees**

*"The residential gave us an excellent opportunity to discuss and share ideas in depth and the content of the sessions and information provided were relevant, useful and thought provoking."*

*"It has highlighted the challenge of embedding employability within our subject groups; however, attendees are now aware of the support available."*

*"There is a need for further opportunity to discuss some of the issues in more depth, in particular strategies on implementing ideas and innovative assessment practice."*

*"An ongoing employability forum which goes beyond the validation process and event would be beneficial in terms of monitoring, evaluating and developing employability within the curriculum."*
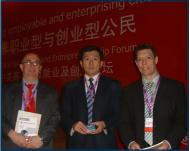
**The way forward...**

Progression of the event led to discussion on holding further events. These would facilitate discussion, development and support around employability issues within course planning and approaches to the integration and assessment of employability, learner autonomy and PDP skills. One possible way do this is would be to utilise the CIPeL virtual town and Venture Matrix to create opportunities for learning. Also a Faculty event organised with the Enterprise Centre to spotlight student innovation within the Faculty and across SHU would be useful. Consideration would also need to be given to creating opportunities for developing good practice in staff development in internationalising the curriculum.

The CETLview newsletter can be used as a way of publicising and promoting activities and developments across the HWB Faculty. e3i CETL can be involved by exploring the potential for gaining more relevant employability data of alumni and the involvement of alumni in planning employability strategies.

## Beijing Conference



David Laughton, e3i Director, was invited by the British Council in January to present the work of the Employability CETL, and the Sheffield Hallam approach to employability, at a conference in Beijing for Chinese educators. This was a parallel event to the forum held by the Prime Minister aimed at promoting business relationships between the UK and China.

**Dr Simon Brown, SHU Enterprise Centre, Changhia Guan, Secretary General of the Beijing Association of Promoting Employment for University Graduates, and David Laughton, e3i Director**

The conference presentations were organised so that delegates from Chinese and UK universities could compare and discuss their particular approaches, with a view to exchanging good practice and building relations between institutions. Feedback from Chinese colleagues was that the Chinese labour market was becoming more demanding for new graduates, and that Chinese universities are increasingly interested in supporting their students in the development of employability and entrepreneurship skills, so that they are well placed post-graduation.

David's presentation focused upon the "how to" aspect of employability, and examined pedagogical approaches that can be used to facilitate employability skills and attributes. In the question and answer session, the presenters were joined by the Vice Chancellors of Nottingham University and the University College London, who outlined the work in this area undertaken by their own universities. Key note speakers at the conference included Sir Digby Jones, Minister for Trade, and Hugh Tollyfield, who is involved in HEFCE's Employer Engagement Strategy.

# PESDC Conference
## Yat-Fai Tang

The e3i CETL partially funded the 2nd annual PE, Sport Development and Coaching Conference in the Faculty of HWB. This was held during 10-11 January and was targeted at 475 students studying:



- BSc Sport Development with Coaching

- BSc Physical Education & Youth Sport

- PGCE Physical Education

- MSc Sport Development

The conference was free, as part of ongoing development for undergraduates and postgraduates. The aim of the conference was to inspire students to work within the professional areas of PE, Sport Development and Coaching once they graduate.

The PESDC teaching team believe that a professional conference environment would benefit students in a number of ways, not only in terms of enhancing their knowledge, but also in looking at their own personal and professional development. The student delegates had the opportunity to select their own workshops according to their interests and developmental needs, mix with other peers and year groups and interact with professionals from the industry within which they hope to work.

During the conference there was a variety of sessions that were Employability focused. In particular the sessions held on the afternoon of the 11th January is titled 'A day in the life of...' in which guest speakers explained their role in the professional areas of PE, Sport Development and Coaching and provided real life examples to students showing the opportunities that are available.

One of the sessions I attended was a workshop run by Jo Willis, Community Sports Development Manager who explained her role to the students in an interactive session. She is involved in a variety of projects working with a range of schools both primary and secondary in the Sheffield area to engage children to participate in sports activities during and outside of term time. Firstly, she mentioned skills that she has developed within her role such as motivation, communication skills, working with a variety of stakeholders in the local community such as parents, children, council and schools and highlighting the importance of project and partnership working. She then mentioned her own professional development having completed courses such as sports leadership and community leadership.







**Pictures from PESDC workshop run by Jo Willis, Community Sports Development Manager**

## Comments from the speakers:

*"Well organised, relevant and imaginative"*

*"Extremely relevant for teaching, provides students with access to real life examples"*

*"Gives them the opportunity to hear first hand what the contemporary issues are and how people are solving them 'in the field'. Brings them far more up to date than any other media in a good atmosphere for learning"*

*"I think it was great as an insight to sport outside of the lecture theatres - what does it do in reality and what opportunities it can provide to your students"*

*"You are providing students with the opportunity to learn from a different perspective. The students should hopefully be inspired after listening and engaging with local people who work in the field of sport."*

*"In tune with industry needs but firmly student centred resulting in a high quality service across the entire subject area."*

Conference website: http://extra.shu.ac.uk/pesdc

## Employability Pedagogy - Call for Case Studies

As part of the work of the Sheffield Hallam University Centre for Excellence in Employability (e3i), we would like to identify examples of Learning, Teaching and Assessment practice that support the development of Employability skills. We have found that colleagues both within SHU, and outside in the wider HE sector, are keen to find out about the "how" question in employability teaching i.e. to learn from colleagues about interesting and innovative ways that encourage and support students in developing their employability skills.

By way of responding to this interest, the Employability CETL would like to invite colleagues to share their employability teaching practices with a wider audience. We will facilitate this by presenting and disseminating details via our web site http://extra.shu.ac.uk/cetl/e3ihome.html  in a standard template via this link - http://extra.shu.ac.uk/cetl/e3i%20resources/EmployabilityPedagogyTemplate.doc

If you are interested in participating in this activity, please contact Ester Ehiyazaryan, Research Assistant with the Employability CETL (extension 3675; e mail e.ehiyazaryan@shu.ac.uk). We will make a payment of **£150** (taxable and paid directly into your salary) to all colleagues who have their examples published on our web site. We are interested in learning, teaching and assessment practices that have been well received by students and/or employers and relate to one or more aspects of the SHU approach to employability.

## EVERY STUDENT COUNTS
### Roger Lloyd-Jones

Roger Lloyd-Jones is the SHU representative on the HEA funded project 'Every student counts: promoting numeracy and enhancing employability'. Working with colleagues from UCLAN and MMU Roger has contacted over 90 history depts in the UK to survey the numeracy provision in their curriculum. The survey will be followed up by a series of visits to a representative sample of depts with the aim of identifying and disseminating good practice. Questionnaires and meetings have also been undertaken with undergraduate students (across the three institutions) and an employer survey is in the planning stage. A preliminary outline of the project will be delivered to the History in Higher Education National Conference at Oxford in April.

# CIPeL News

## Five go to Poland
### Karen Booth

Five of the CIPeL team, including three from SHU, attended the first conference organised by EIPEN (The European Interprofessional Education Network).The event was hosted by the Jagiellonian University, in Krakow, with the theme of *learning together to work together.* The conference was well attended with participants from all over Europe and worldwide.

The CIPeL team ran three workshops and presented a poster to disseminate the work of CIPeL and both Universities in developing interprofessional learning.

**Eipen Conference in Poland, Frances Gordon and Karen Booth in their workshop**

From participation in the programme and networking, we found many different approaches to interprofessional education and that countries were at different stages in its development and use. What was evident was the enthusiasm for IPE. There were many examples of interprofessional projects which exemplified the endeavour to improve services and the experience of those who use them.

## National SIG event and the launch of the repository
### Karen Booth

The Centre for Inter-professional e-Learning (CIPeL) reached a major milestone in launching a range of interprofessional e-learning objects that can be accessed and used by lecturers and practitioners in higher education.

The launch took place on 26th November at Coventry University, where the Equella repository is hosted.  It was attended by higher education staff with an interest in IPL, learning technologists from other CETLs, service users/carers and student interns.

Attendees had the opportunity to search the repository and sample the learning objects. The e-Learning objects ranged from simple resources such as quizzes, hotspots, e-activities and videos to more complex objects such as patient journeys, scenarios and presentations.

**Launch of the repository event**

The feedback from the event was very positive, with participants aiming to use the materials to support their own programmes. We envisage that those with an interest in this area will not only access the materials but will also provide some feedback to CIPeL about how they have been used. Although currently most are aimed at the health and social care field, CIPeL is now building learning objects for other disciplines which embed the concept of interprofessional or interdisciplinary learning.

## Getting in touch

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

y.f.tang@shu.ac.uk

**Thanks to all contibutors**

### 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**

This information can be made available in other formats.
Please contact us for details.