

CETLview



Issue 9

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

Employability For the Future: Employer, Student and Academic Perspectives



e3i held its annual conference on the 7th May, which was attended by 60 people from inside SHU. The conference explored employability from the perspectives of employers, students and academics. The keynote address was provided by Carl Gilleard, Chief Executive of the Association of Graduate Recruiters (AGR). Carl was keen to stress the changing nature of the world of work, and the skills graduates require to make a contribution to the knowledge economy. The employer perspective was represented by executives from Mott Macdonald, the Compass group and the Sheffield Insulations Group. An enjoyable feature of the conference were the presentations made by students, who reflected on the employability aspects of their courses. ***"The conference was designed to explore three different perspectives relating to employability; it is important that educators synthesise these perspectives in the learning and teaching approaches they are involved in".***

e3i director, David Laughton

The conference started with a keynote presentation by Carl Gilleard, Chief Executive of the AGR who gave an insight to the day.

The presentation that Carl Gilleard gave included many elements of employability. He mentioned the changing work environment and the impact this would have. This led onto careers and recruitment in the future and the new language of careers. Carl also mentioned what employers look for in graduates and the generic skills and attributes that graduates should have. Carl ended his keynote speech by talking about the key challenges ahead and the current graduate employment scene.

Feedback from the attendees on the keynote presentation was positive:

"Keynote a very good overview of employability"

Kay Moore

"Keynote speaker, entertaining, informative"

Colleen Smith

"The introduction by Carl Gilleard set up the main themes and ideas of the day in an entertaining way"

Rachel Hanna

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Attendees in the Atrium

After the keynote and the 'Introduction to the Day' by e3i CETL Director, David Laughton, there was a variety of parallel sessions. Each had a particular theme in terms of providing the employer, student and academic perspectives.

Nick Nunnington - *The European Challenge*

The session explored the employability outcomes of this international, inter-disciplinary project which examines the relocation of a financial services organisation to a new location in Europe. The project brings together students from SHU with those from a variety of locations including John's Hopkins, Washington DC, the European Business School, Germany and the Warsaw School of Economics.

The session demonstrates, using student feedback in media format (including the innovative use of a Big Brother style video diary room) the impact of this highly



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demanding and intensive activity which culminates in a two week residential in Berlin. Employability skills, including working in a dynamic international team under pressure, utilising high level consultancy skills, autonomous learning and working with professional mentors and with tutors role playing clients were demonstrated.

Mike Stapleton (UK Corporate Affairs Director) - COMPASS Group

Compass Group is a leading business in contract catering, providing food, hospitality and support services. The session was titled "Why Graduates are valuable" in terms of what they offer to Compass. Approximately 70-75 graduates join the Graduate scheme as Compass UK. The graduate programme is for 1 year in which graduates spend the first 6 months in Compass's various businesses, and the remainder is spent in roles matched to the graduates' skills set. The reasons that Graduates are valued by Compass are that they are young, with high intellect, learn and develop quickly, are agile minded and are energetic and enthusiastic.

Simon Brown - Venture Matrix

This year has been the pilot year of the Venture Matrix. This was a chance to hear from some of the 500 students from across the University who engaged in the project. Simon gave a brief introduction to the project and students from the project were there to talk about their experience in the Venture Matrix and to answer questions during the session. Some preliminary evaluation information was presented. Simon invited attendees to join the Venture Matrix.

Anna Lowe - Enhancing employability of unemployed Physiotherapy graduates in Sheffield

The session provided an overview of the recent CPD programme run for unemployed Physiotherapy graduates in the Sheffield area. The problems facing these graduates were explored as well as innovative means of enhancing and maintaining their employability.

Mike Simpson (Mott MacDonald)

Employability to Mott MacDonald is much more than academic achievement. There are skills and competencies that are becoming more and more essential to be successful in their business. An overview of the Mott MacDonald Graduate Recruitment Process were presented together with how they test for some of the behaviours that they are looking for.

Rihana Ishaq - Formula Student Challenge

The Formula Student Team at Sheffield Hallam University already work at a very professional level and the project simulates a high pressure work environment where the students have to adopt a role in a formula student racing car design team. Senior team members have line management responsibility for more junior students, who are coached and mentored in return. The experience enables the students to develop all the employability skills that employers are seeking and in this session some of the students talked about their project and achievements and discuss how their involvement has enhanced their employability. Quotes from the students:

"My role in Formula Student has developed skills such as organisation, working as a member of the team, dealing with external suppliers and participating in the Formula Student event itself is beneficial since it is a recognised event in the motor sport scene."

Gerard Fitchett, Technical Manager and Chassis Designer for Formula Student 2008. BSc Automotive technology Final Year student

"The many skills that I have developed in my role include professionalism; co-coordinating meetings and demonstrating the functionality of the website; Communication using various methods: face to face, email and phone; Other skills I have developed: Putting theory into practice by going through each phase of the project, time and workload management as well as team work by taking responsibility for the role."

Naveed Mohammed, Formula Student website developer. BSc IT and Networks Level 5 student

Jon Inns - Digital Fluency and Julia Myers - Mentoring scheme for students on placement

Jon Inns' part of the session was about Digital Fluency. Developing students' digital fluency skills are key priorities for the D&S Learning Hub Managers who recognise the importance these skills have both at University and in future careers. The session looked at the aims of the DF Mentoring program, reviewed the benefits to students as mentors as well as students as mentees. The session reflected on the challenges of mentoring schemes and the experience overall. The session ended by looking at the future opportunities of the scheme. Julia Myers' part of the session was "Developing support for students on placement" - The project involved 3rd year students mentoring first year students. The project involved on-line support, drop-in sessions, one to one MSN sessions and one to one face to face sessions.

Ann Lyon and John Hornby (SIG plc)

SIG is Europe's leading supplier of specialist building and environmental products to the construction industry. Over the last few years the company has enjoyed record sales growth, with a significant increase in the number of acquisitions and additional trading sites as well as significant growth in mainland Europe. During the session John Hornby and Ann Lyon from the company's HR department reflected on graduate employability skills from initial recruitment through to personal development, reflecting both current and future organisational needs.

Will Haywood - Students' Union

The session was delivered by Will Haywood, Academic Affairs Executive. The Students' Union explored students' awareness of the concept of 'employability' and their experience of gaining employability skills through their course and in particular through extracurricular activities. The student union



Discussions in the Student's Union session

currently offers the Hallam Award which enhances student's employability by voluntary activities.

In the session there was an activity where attendees had the opportunity to speak to students in the workshop, discussing their involvement with the union and how it has improved their employability skills.

"Becoming a course representative and joining the Hallam Orchestra has helped me improve my public speaking skills, IT skills and presentation skills."

Beth Stevens, Early Childhood Studies student

Resources associated with the conference can be found at - <http://extra.shu.ac.uk/cetl/e3iConference>

CPLA launches its project schemes for 2008-2009

Ivan Moore

The Centre for Excellence in Teaching and Learning (CETL) has been established to promote an environment which supports students in becoming more autonomous as learners. Many approaches may be developed, including Enquiry Based Learning, Problem Based Learning, Design Based Learning, investigations, Case Based Learning, and role plays, in which the learning is driven by a process of enquiry owned by the students. Of course, identifying and building on the skills and attitudes of incoming students, and developing autonomy through assessment and feedback, are also important activities. In order to support innovation and development in promoting learner autonomy, the CPLA CETL has introduced two schemes for 2008/9.

Small scale project scheme

As part of its activities, the CETL recently announced an invitation to all staff of the University to bid for funding of **up to £3,000** and support for those interested in running a one-year project in the development of, and support for, projects that aim to develop learner autonomy.

In addition to funding, project teams receive support for their project in a number of ways. The CPLA has organised a 'launch' seminar for project holders in July, and will facilitate four progress workshops during the academic year 2008-2009. These workshops are designed to help project teams and to provide opportunities to share practice across project teams. Staff from the CPLA, Associate Directors (the Faculty co-ordinators for CPLA) or other consultants will provide individual support if required. An interim progress and feedback seminar will be organised in January 2009 and a closing symposium in June 2009. Finally, teams will also receive support in writing up their projects for dissemination across the University in the autumn of 2009 (and perhaps beyond).

The CETL team was impressed with the quality and quantity of project bids received, and was able to offer support for 24 project teams over the coming academic year.

Faculty Autonomy projects

Each Faculty has developed a two-year plan for a large-scale development project in learner autonomy. These projects will be high profile in that they will involve a substantial number of students and a significant number of staff, both in delivery and in staff development. Each faculty has appointed a project leader, and it is anticipated that Faculties, Divisions, Subject Groups and Programme Teams will learn from the design and implementation of these initiatives in learner autonomy.

- The ACES and D&S faculty projects will involve a number of subject teams in developing approaches to Enquiry Based Learning (4 in ACES and 3 in D&S).
- The HWB faculty project will build on previous research into the skills required for successful progression through undergraduate programmes and research into the skills of incoming students.
- The O&M faculty project builds on a postgraduate programme review and will focus on developing an awareness of autonomy at postgraduate level and the development of autonomous behaviours and skills, specifically of international students.

A launch event has been organised in July for both small scale and faculty projects. At this event, project leaders will have the opportunity to share their plans, expectations and concerns and to work together to ensure successful development of their projects over the coming year.

Further information

Outlines and summaries of both the Faculty projects and the small scale projects are presently being produced and will be available through the CPLA CETL website (<http://extra.shu.ac.uk/cetl/cplahome>)

CIPeL News

Goodbye Carol Kay

Carol Kay, the CIPeL@SHU administrator retired at the end of April. Carol was an original member of the CIPeL team and also worked in the Faculty of Health and Wellbeing as administrator the Trent Universities Interprofessional Learning in Practice Project (TUILIP)



Carol Kay, CIPeL@SHU Administrator

and previously on the Combined Universities Interprofessional Learning Unit (CUILU). Carol will be greatly missed by the CIPeL team but we know she is keen to spend time working on her garden and with her two small grand daughters. We are also delighted to welcome Carol's replacement, Jill Helders. Jill will be working three days a week in CIPeL and can be contacted on j.helders@shu.ac.uk or 0114 2255413

CIPeL Annual National Conference

CIPeL held its annual national conference at Coventry University on 24 April. The theme of the event was 'Solving the Puzzle' with all of the papers, presentations and posters reflecting back to the CIPeL's original aims of finding e-solutions to the barriers of interprofessional learning in health and social care. The conference opened with extracts from a recorded interview conducted by the BBC with Lord Laming, who led the inquiry into the Victoria Climbié tragedy. Lord Laming's key message was about how distressing it is that cases like Victoria's continue to occur and could be prevented by basic good practice. This underlines the need for our continued efforts to promote and support interprofessional education through our work in CIPeL.



CIPeL Annual Conference, student Q&A Session

Eighty six delegates attended the conference including practitioners, educationalists, learning technologists, students and service users. The day was evaluated positively, with particular appreciation of a student panel where the audience was able to ask students about their experience of interprofessional learning. The strongest take home message from the meeting, that emerged as a theme throughout presentations and student opinion was that the quality of facilitation, be it online or classroom based, was the most important factor in ensuring positive learning experiences for students.

New International Partners for CIPeL

A recent aim of CIPeL has been to develop associations with other institutions who will use learning objects built within the CETL and evaluate them in partnership. It is hoped to form these associations with selected international and UK partners and we have been successful in taking forward our international connections.

Frances Gordon visited the University of South Australia in March this year following an invitation to help them to introduce an interprofessional curriculum.



Frances is meeting with Liz Cooke (Lecturer, Curriculum Development) & Susan Gilbert-Hunt (Program Director, School of Health Sciences)

(Article continues overleaf)

A similar invitation led to Frances and Luke Miller (senior learning technologist) visiting Conestega College in Ontario, Canada in May. The outcome has been the development of rich partnerships with both institutions around using and evaluating CIPeL learning objects.



Luke Miller presenting the session on the use of Learning Objects within the Interprofessional curriculum at SHU

e3i Case Studies

e3i CETL are pleased to announce that there have been many submissions of Employability Case Studies from the Call for Case Studies in CETLview 8. At present, there are 16 case studies available on the e3i CETL website on:

http://extra.shu.ac.uk/cetl/e3i_casestudies which will be continually updated when new case studies are available. All case studies on the website can be downloaded and printed.

The case studies available cover many different aspects of the employability framework and in most cases they cover more than one aspect of the framework.

There is a selection of Case Studies that are available in hard copies. Please feel free when you are in the CETL rooms to take a selection.



If you are interested in submitting a case study 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.

Coming next issue...

Report back on the Beijing Olympics

Refurbished CETL rooms

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 contributors

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>

e3i Goes to the Beijing Olympics

Rebecca Strachan

e3i has funded this project in which Sheffield Hallam University journalism students will help support the various national and international journalists working for the Olympic News Service (ONS), collecting 'flash quotes' from competitors and their coaches after each sporting event. The quotes will be incorporated into the copy produced by the professionals and ultimately used in publications all over the world.

For the students it is a wonderful chance, not only to get a ring side seat at what promises to be a unique and exciting sporting occasion, but also an opportunity to gain valuable work experience that will enhance their CVs.

Although students from Australia and the United States will also be supporting ONS, Sheffield Hallam is the only university in the UK to be invited to participate.

Head of Postgraduate studies in ACES Dr Rebecca Strachan, who has been liaising with the organising committee in Beijing, said the invitation reflected the calibre of the University's journalism department.

"We have an experienced and well-respected teaching team with solid backgrounds in journalism. Beijing recognised that our students would be able to work to the necessary professional standards."

Deputy Director of the Beijing Organising Committee's media operations department, Mr Shuxun Chen, and project expert Mr Chen Yue, were so impressed with the students they met during a two day visit to Sheffield in early March that they offered contracts to 23 students, rather than the original 15 they had proposed to employ.

"They told us that the students showed great commitment and enthusiasm and that their work was of a very high quality" said Rebecca.

The selection process involved a series of rigorous interviews and simulated exercises, designed to test basic journalism skills.

"They were looking for students with an eye for news and a good quote, an ability to ask questions and the confidence to work efficiently and effectively in a high-pressure environment. Our students passed with flying colours" said Rebecca.

In all, the Hallam volunteers will spend up to seven weeks in China. They will fly out in July for three weeks of training before the Games start on August 8.

A small number will stay behind afterwards to cover the Paralympics, which follow the main Games.

Most of the chosen students are undergraduates on the Sheffield Hallam Journalism degree, which was launched two years ago. A small number are studying journalism as an option within the Media Studies, Communication Studies and Public Relations courses.

Senior journalism lecturer Phil Andrews, an award winning sports journalist, who writes for both The Independent and Independent on Sunday, is looking forward to working with the students in Beijing. "I'm sure they will do us proud."

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