

Work-Related Learning in English Studies: A Good Practice Guide



Helen Day



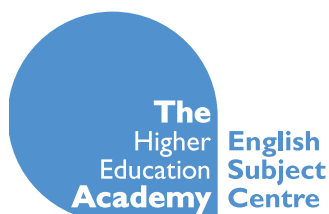
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Author Acknowledgements

I have approached this task as an English lecturer starting out in a Centre for Excellence that featured work-related learning as one of its core functions. This guide is what I would have liked to have been given at the beginning of my role and is aimed at lecturers branching out into work-related learning for the first time or more experienced lecturers who are searching for ideas and inspiration. Special thanks are due to Anna Richardson, Janet Lange and Stuart Hampton-Reeves.

The case studies were collected through a call issued by the English Subject Centre. I have also tracked down many other examples through the Internet, through attending conferences and reading publications and publicity from other institutions. I have tried to contact the lecturers involved in each case study to verify and check my facts and interpretations. Where this was not possible I have relied on 'published' sources such as institution Internet sites and written publications. I accept full responsibility for any inaccuracies.

I am absolutely sure that there are many more case studies out there and I hope that, if you are doing innovative and exciting work-related learning, this guide prompts you to send in a case study to the English Subject Centre:

www.english.heacademy.ac.uk/explore/publications/casestudies/bginfo.php

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Foreword

Professor Gweno Williams
Faculty of Arts, York St John University

It is a privilege to introduce this timely and wide-ranging English Subject Centre Good Practice Guide to the increasingly important area of work-related learning in English studies. The strengths and usefulness of this guide lie particularly in the compendious overview offered of a wide variety of issues and approaches to work-related learning across the subject's three main branches—English Literature, English Language and Creative Writing. Of value equally to new and experienced academics, it introduces a thought-provoking mix of tried and tested established strategies and starting points, together with innovative suggestions about what might suit particular contexts. Definitions, discussion and consideration of pedagogy are supported and illustrated by a varied selection of 15 illuminating case studies provided by ten UK HE institutions. Generous appendices offer extremely helpful model documentation and resources for a variety of specific situations. Inclusive rather than prescriptive, this guide deploys a broad perspective, to serve both as an introduction to and a reflective consideration of the fullest range of work-related learning approaches relevant to English.

Over the last five years the 74 HEFCE-funded Centres for Excellence in Teaching and Learning (CETLs) have had a strong mandate to explore, innovate and experiment in themed pedagogic areas. This Guide originates directly from the focus of the CETL at the University of Central Lancashire on Employability through Humanities, working in close collaboration with the English Subject Centre. It evidences the unique and valuable role and remit of successful Higher Education Academy Subject Centres in both actively supporting and disseminating pedagogic innovation and development, and positioning themselves to identify and address themes and trends of national importance and concern.

The importance of work-related learning across all academic disciplines has been explicitly signalled in the UK for at least two decades, certainly since the government-funded Enterprise in Higher Education Initiative (EHE) of the 1990s. Recently, however, a number of factors, including rapid ongoing changes in the nature and availability of employment, a volatile economic environment, and the introduction of tuition fees for higher education have made it even more crucial that all disciplines, including (or especially?) those such as humanities which are not apparently specifically vocational, should offer students a rich range of possible engagements with the world of work.

Yet historically for English as a subject, there has often been a rather unhelpful artificial tension between a humanities aesthetic and 'real world' learning, coupled with a strong intellectual and political impetus to remain resolutely academically **non-vocational** (my emphasis). Similarly, in English literature,

work as a topic often seems to linger at the margins, invisible or as an understated underpinning to many texts. If specifically mentioned at all, work is frequently characterised oppositionally, as negative. Poetic examples include Philip Larkin's 'Why should I let the toad work/Squat on my life?' in 'Toads' (from *The Less Deceived*, 1954) or Rita Dove's character Thomas' perception that 'work is a narrow grief' in 'Straw Hat & Dusting' (from *Thomas and Beulah*, 1986). Rarely is there a sense of continuity with education or recognition of a contribution to holistic personal identity, though interestingly, feminist writers have often appeared more ready or able to see work as integrally aligned with the potential for personal development, particularly as part of the construction of political liberation narratives (see, for example, *Daring to Dream: Utopian Stories by United States Women 1836-1919* ed. Kessler, 1984)

However, the best future employment opportunities for graduates, particularly in changing and unpredictable times, are most likely to be provided by a combination of the life-long intellectual resources generated by the breadth and depth of English studies, together with flexible employment-oriented skills and attitudes. Notably, thriving Arts magazines *Aesthetica* (www.aestheticamagazine.com) and *Dreamcatcher* (www.dreamcatchermagazine.co.uk) were both started by English graduates during their university studies in an English Department which actively valued work-related learning. There will be numerous similar examples nationally of concurrent study and career development by talented English graduates combining subject enthusiasm with entrepreneurship to create long-term employment opportunities for themselves and others.

American poet Philip Levine made a lifetime commitment to speak in his verse for the 'voiceless' workers he encountered through his personal experience of industrial employment conditions in 1950s America.

You know what work is—if you're
old enough to read this you know what
work is, although you may not do it.

From 'What Work Is' (in *What Work Is*, 1992)

Yet, in the twenty-first century, we may no longer be able to predict or know 'what work is' for our current or our future English graduates, as technology, employment and economics change and evolve in a multiplicity of ways. If one role of English is to find imaginative and creative approaches to the world, then this persuasive and practical Good Practice Guide is an excellent and encouraging starting point for an exploration of diverse work-related learning possibilities in English studies, now and in the future.

Chapter 1: Introduction

1.1 A brief definition of work-related learning

A working definition:

Planned activities that use the context of work to develop knowledge, skills and understanding useful in work, including learning **through** the experience of work, learning **about** work and working practices, and learning the skills **for** work.

In the vast amount of literature on this subject work-related and work-based learning are often used interchangeably. Knight and Yorke however, define work-based learning as a subset of work-related learning that takes place in the workplace.

[Work-related learning is] a loose term covering activities that are intended to contribute to a student's fitness for employment (Knight and Yorke 2004: 103)

They argue that 'work-related' distinguishes an activity from 'pure' academic work, and 'work-based' signifies that learning should be happening in the workplace.

For the remainder of this report "work-related learning in English" refers to:

"Activities embedded in the curriculum that lead to the learning and transferability of English knowledge and skills and generic competencies"

1.2 Rationale

Despite an increasing number of students and their parents asking questions about the wider relevance of their degree, work-related learning is not yet firmly rooted in English (defined here as English Language, and Literature and Creative Writing, with a nod to Linguistics, Drama, American Studies and the Cultural & Creative Industries). As a discipline there are few obvious connections with the workplace and no default career paths. English academics are often suspicious of employability-related initiatives for both ideological and practical reasons. Many are concerned that a focus on skills could squeeze out important elements of the subject and that teaching anything, including skills, out of context is often ineffective and uninspiring for both staff and students. In addition students find it hard to transfer skills, especially if taught outside the context of engaging subject-based content. Lecturers have recently been required to adjust their teaching, learning and assessment to manage a greater diversity of students and are obviously anxious about the further changes necessary to accommodate employability and work-related learning. There is also the question of what exactly work-related learning is and the role of work-placements, client-based projects and realistic work environments (such as in-house publishing houses, museum, exhibitions or media spaces which offer students opportunities to develop practical skills and experiences and gain insights into particular careers).

Despite this, staff in higher education are required to respond to papers such as the Leitch Report (2006) that aim to encourage institutions to collaborate with employers in delivering training that meets employers' needs, notions that have been followed up in the Employability and Enterprise Strategies of universities. Work-related or work-based learning is, according to the

Department for Education and Employment, 'the result of a new understanding of the university's role in the sustained development of the capabilities of individuals and organisations' whose outcome is 'the beginning of a profound re-evaluation of the purposes, forms and practices of higher education in modern economies' (Portwood 2000: 9). This guide seeks to address these external and internal drivers by focussing on a range of subject-specific appropriate work-related activities that enhance wider academic and lifelong learning.

"Work-related can be integrated into non-vocational disciplines without compromising academic standards and values."

The Centre for Excellence in Teaching and Learning Employability (ceth) at the University of Central Lancashire and an increasing number of other CETLs and departments, are beginning to show how work-related learning can be integrated into non-vocational disciplines without compromising academic standards and values. In March 2007 the English Subject Centre organised a joint event with ceth at the University of Central Lancashire that showcased the work of the ceth and Bath Spa CETLs as well as departments who were leading the way in work-related opportunities in English. A brief scoping survey, followed by telephone interviews in 2006-07 revealed that many English departments are now investing in work-related learning as a way to address employability and skills development and to provide answers to the various stakeholders who are concerned about the wider relevance of a degree in an English-based discipline. Students are concerned about finding and keeping relevant jobs in the current economic climate. The case studies demonstrate that work-related learning can be integrated into non-vocational disciplines without compromising academic standards and values and can offer students ideas about future careers as well as the chance to develop and practise a range of employability skills.

This guide aims to define work-related learning for those in English-based disciplines and to increase awareness of the potential of work-related learning. It will attempt to challenge commonly-held assumptions about the place of work-related learning in English programmes and provide ideas, practical guidance and examples.

1.3 A few good reasons to promote WRL in English

1.3.1 Preparing students for the workplace

When asked whether their work situation met the expectations they had on entering higher education, only 19% of English graduates gave a firm 'yes' (Martin and Gawthrop 2004: 75). This compares with 37% of all graduates. As Martin and Gawthrop point out, this indicates a mismatch between expectations and experience of working life. This has been confirmed in ceth with a graduate survey where many English graduates stated that university had not prepared them well for the world of work. Although there may be many reasons for this, work-related learning offers a great opportunity to educate students about the expectations of employers and ensure they graduate with an enhanced CV and an understanding of the skills, knowledge and attributes they possess. It is important to recognise that, for today's students, 'money,' 'success' and 'corporate' are often aspirations rather than dirty words.

Many students do not openly challenge or define themselves in relation to the messages and ideologies of the corporate world in the same way as their lecturers. They have a more practical relationship with capitalism and do not necessarily see a conflict between employability and enjoying the study of English. As lecturers we have to find a way to make some adjustments without giving up our critical positions. Work-related learning might help some students to recognise the need for such critical perspective as they experience the commercial world first-hand. Equally it might be possible for staff to reach a better understanding of what drives and motivates the business world (and to translate this back into the changing nature of the university).

“Work-related learning offers a great opportunity to educate students about the expectations of employers and ensure they graduate with an enhanced CV and an understanding of the skills, knowledge and attributes they possess.”

1.3.2 Enjoyment of English

Most English students still chose to study Language, Literature, Drama or Creative Writing because they enjoy it and because they do well in these subjects. Research by Deborah Cartmell (2002) on behalf of the English Subject Centre, found that over 75% of the students sampled cited enjoyment of and interest and pleasure in the subject as their main reason for studying English. This was supported by a ceth project into motivations for studying English at university in 2005.

Despite this, there has been increasing concern amongst English students (and their parents/guardians) about future career prospects. The financial burden of higher education often rests as much on parents or guardians as on students and they need to be convinced of the value of an English degree. Ceth's Employability Survey in 2005 substantiated the received wisdom about the careers that English students are attracted to: journalism, teaching, media, publishing, writing and postgraduate study. However, the HECSU report *What do Graduates Do?* reveals that six months after graduation, students are spread across a variety of sectors, with only 7.1% in the 'Arts, design and Culture' sector, while 9.6% are in 'Education', 8.6% in 'Management' and 7.4% in 'Marketing, Sales and Advertising'. Although some students may have targeted these careers, it is more likely that students either do not have a realistic view about the options available to them, or they do not know how to get a job in the area that most interests them.

“Convincing applicants and their parents or guardians that English can deliver enhanced employability is vital to prevent students turning to other subjects such as journalism that appear to offer more structured and accessible career options.”

Work-related learning that helps students gain a better understanding of career options is vital. Work-related learning can offer students the chance to learn about and deliver projects in areas such as publishing and teaching, as well as to use their knowledge and skills, especially writing, creative and communication skills, in other areas such as business, libraries and museums. This allows students to explore a range of possible options as well as ensuring that they find out what

being a teacher or a commissioning editor is really about. Convincing applicants and their parents or guardians that English can deliver enhanced employability is vital to prevent students turning to other subjects such as journalism that appear to offer more structured and accessible career options.

1.3.3 Developing a range of generic skills

“Work-related learning is one very significant way that students can develop and enhance their group work, time management and IT skills.”

In 2001 a study by CHERI, the Centre for Higher Education Research and Information, asked graduates to rate their strengths compared with other graduates (Martin and Gawthrop 2004: 76). English graduates rated themselves highly in the following areas (areas that matched well with the English Benchmark Statement):

- Written communication skills
- Oral communication skills
- Documenting ideas and information
- Creativity
- Tolerance, appreciating different points of view
- Critical thinking

The areas English graduates felt they were weak in were:

- Teamwork
- Time management and organisation
- IT skills

The “ability to work with others in a team, communicate and persuade and have interpersonal sensitivity”, the “ability to desire to learn for oneself and improve one’s self-awareness and performance” and “technical ability” are all key competencies that employers observe in individuals who can transform organisations (Student Employability Profiles for English 2004: 34). Although English teaching and learning has changed in the past few years, with fewer lectures and an increasing number of group projects, work-related learning is one very significant way that students can develop and enhance their group work, time management and IT skills, especially if they can see the relationship between these skills and their subject.

Employers also rate cognitive skills very highly: “the ability to identify, analyse and solve problems; work with information and handle a mass of diverse data, assess risk and draw conclusions” (Student Employability Profile for English 2004: 3). Although traditional English degrees do require students to problem-solve, work-related learning allows them to do this in a far more applied and practical manner and to see the results and implications of their decisions. This enables students to assess and understand risk in ways that essay-writing and classroom discussions do not.

1.3.4 Widening participation

According to a scoping study by the Centre for Research in Lifelong Learning, work-related learning has a role to play in attracting more non-traditional students to higher education (Connor and MacFarlane 2007: 5). It can also help support such students through its emphasis on reflective learning, team-work and personal development.

1.4 A few benefits of work-related learning

“Work-based learning can provide a different route to learning things already present within the HE curriculum”
(Brennan & Little 2007: 6)

1.4.1 For students ...

As well as skills development, professional development, understanding the contexts of work and enhanced employability and a sense of achievement, students can develop further knowledge and understanding of English and translate skills gained in the workplace back into the academic study of English.

Students' subject knowledge can be improved as a result of being involved in exciting real/realistic projects that specifically develop and test English knowledge and skills. The understanding of English knowledge and skills can be enhanced through applied contexts and students can benefit from investigating how to translate skills gained in work-related contexts back into the academic study of English.

Work-related learning can improve students' employability by providing useful career insights in traditional and non-traditional arenas. Students will also develop a number of additional transferable skills and competencies which can be captured by reflection and by offering career management skills like CV writing. Potential employers will be impressed by students who have done work-related learning and can articulate its value. Having a 'product' also gives students a focus to applications and interviews. Personal development can be enhanced by offering projects with real risk attached which lead to self-fulfilment, confidence and a sense of achievement. Work-related learning provides a valuable opportunity for students to learn about themselves as learners.

Working with employers can demonstrate the relevance of English-specific knowledge in the workplace. It shows students that they may not have to compromise their love of the subject and that there are any number of ways which they can use their English knowledge, understanding and enthusiasm. This is just as necessary for jobs like publishing or teaching where students often make assumptions about what knowledge and skills they will be asked to demonstrate.

1.4.2 For staff ...

Along with the professional and personal satisfaction of seeing students develop and engaging in exciting projects, staff can enhance their own understanding of the theory and, particularly, the practice of English. Staff can improve their knowledge about work, employers and the local community, demystifying some common misunderstandings about 'the world of work' and meeting people who may be potential research or teaching partners.

There are clear benefits to enabling students to develop professional ways of thinking and behaving that may improve their attitudes to study and increase their appreciation of the work that staff do when they are not in the classroom. Staff involved in work-related learning often report improvements in students' academic practice in other areas of the curriculum. Other staff who have not been involved in work-related learning are often convinced of its value by such evidence.

1.4.3 For employers ...

Employers can benefit from enthusiastic, creative and critical thinkers – a fresh pair of eyes should never be underestimated. Longer term benefits include developing positive relationships with higher education which may enable them to form partnerships (for funding, for example), and having the chance to explain and explore the attributes they are looking for. Such relationships between higher education and business may enable employers to have a relevant input into the curriculum. Many employers have a sense of responsibility to the 'next generation' and to the local community and are willing to help create opportunities for them.

Working with students will enable employers to gain a better understanding of the real skills and English knowledge of students and this knowledge will help them learn how to attract and induct English graduates into their companies.

An example of a programme that has proven benefits for staff, students and the employers involved and that demonstrates the relevance of English-specific knowledge in the workplace is ELSIE: English Language Studies Initiative for Employability.

Case Study 1: The English Language Studies Initiative for Employability (ELSIE)

Institution: University of Central Lancashire

ELSIE is a new initiative at the University of Central Lancashire (UCLan), which encourages students to combine personal development and career planning with subject-specific knowledge in English Language and Linguistics. It was developed through a collaboration between the Centre for Employability, the English Language team and UCLan's CETL (The Centre of Excellence in Teaching and Learning Employability: ceth).

ELSIE works with groups within and outside UCLan to provide a supporting framework for English undergraduates so that they can apply their knowledge of English Language to work-based tasks and projects. Examples of tasks/projects include evaluating/critiquing advertising content, PR and press releases, customer/client information leaflets, brochures, newsletters, website content, company protocols and procedures, and creative writing projects in schools. Students are also encouraged to work together to organise events (within and outside the University).

Supported by WebCT this initiative seeks to help students (1) get the most out of their study whilst at university, (2) reflect on their subject and generic skills, (3) learn how to transfer these skills to a 'work' context, and – importantly – (4) research future career options throughout the three years of their undergraduate degree scheme (and beyond). Level 1 is aimed at introducing students to academic study, helping them identify and explore subject knowledge and skills and plan an employability project which is carried out in the second year. In the final year students are enrolled on an additional subject-specific elective in career development planning.

Contact details: Dawn Archer (DEArcher@uclan.ac.uk) and Angela Kilpatrick (AKilpatrick@uclan.ac.uk)

Website: www.elsieproject.org.uk/dev/index.php

1.5 A few concerns you might hear ...

1.5.1 From staff

- “Students (and staff) do not know how to transfer skills and knowledge”
- “I don’t know how to teach WRL”
- “I don’t want to teach WRL”
- “Finding suitable placements and opportunities is difficult and time-consuming”
- “I’m worried about the response of the validation panel and external examiner”
- “Employers have different expectations and this could create difficult relations”
- “It takes dedication and time to ensure the projects are successful”
- “Good projects cost money”

1.5.2 And a few from students

- “Compulsory modules reduce my choices”
- “I’m anxious about how this new module will affect my marks”
- “This module looks scary”
- “The projects aren’t ‘real’ enough so why bother”
- “Will I own any good ideas or materials?”

1.5.3 A few answers ...

- Create a culture where work-related learning is a normal expected part of the degree
- Invest in teaching and learning to support work-related learning such as reflective practice
- Allocate seed-corn funds to interested staff to develop contacts and learn new approaches
- Use institutional strategies as a driver to persuade subject teams
- Build in sustainability strategies from the start
- Apply for funding to develop pilots
- Use ‘Learning Contracts’ between student and employer to manage expectations and ownership of outputs
- Develop ‘Professional Agreements’ between the student, the client and the university
- Remember university staff can make good ‘clients’
- Explain the value of work-related learning at pre-sessions and progression using successful students as champions
- Develop risk assessments in a way that helps students (and staff) see some risks as positive

“Trust students (and staff) to rise to the challenge ... and accept that it is sometimes scary.”

These concerns and some possible solutions will be explored in Chapters 4 (Lecturer Skills, Training and Resources) and 5 (The Practicalities of Setting Up Work-Related Learning Opportunities).

Chapter 2: What is ‘employability’? What is ‘work’?

2.1 Definitions and scope of employability

Before honing in on work-related learning, it is worth pausing to consider some definitions of employability and the problems that such definitions may have caused for English lecturers. One working definition of employability is “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” (Yorke, 2006: 8). Most of the current UK definitions of employability (Knight & Yorke 2003; Hillage and Pollard 1998; Harvey 2001) tend to ignore individual disciplines and assume that the acquisition and use of subject skills is self-evident. This has contributed to the notion that employability is incompatible with disciplines, like humanities, often noted for their emphasis on reflection and personal transformation.

The Yorke definition, mentioned above, emphasises the goal of securing and being successful in a chosen occupation rather than on learning to learn and reflecting. Instead of a focus on subject or discipline there is reference to a neat “set of skills, knowledge and personal attributes”. It also does not suggest that there might be tension between what will benefit an individual and what will benefit the workforce, community or economy. There is no mention of how one goes about attaining these skills, knowledge and personal attributes – one might need different skills, knowledge and personal attributes at different times and in different contexts. And what about the choices and risks involved in attaining desirable skills and knowledge?

Knight and Yorke at least place their ‘USEM’ model in the higher education context. They consider employability to be influenced by four broad and interrelated components: Understanding (subject knowledge and understanding), Skills, Efficacy Beliefs (students’ self-theories and personal qualities) and Metacognition (self-awareness and ability to reflect) (2003: 8). The problem with this model, in terms of its applicability to individual disciplines, is that “Subject Understanding” is taken to be self-evident rather than a vehicle through which skills, metacognition and personal qualities are mediated and learnt. “Understanding” state Knight and Yorke, “is a key outcome of higher education and needs no further justification here” (2003: 9). Learning how to be a student of English however, involves understanding and learning a set of discipline-specific skills that are collectively understood (even if they are constantly being debated and updated). As the working relationship of most academics is “framed through the deep, underlying epistemological structures of the knowledge fields”, any changes to the higher education agenda must be aligned to the concerns and values of the disciplines (Barnett, Parry & Coate 2001: 436).

For many staff in the humanities, the value of employability as an integral part of the humanities degree has yet to be determined. Like students, English academics choose their career primarily because they want to remain immersed in their discipline. The concern that “the discourse of employability could jeopardize the established quest for wisdom” (Barnett cited in Knight and Yorke 2004: 19) goes straight to the heart of the matter. Academics also share political concerns about whether “higher

education can or should contribute to student employability” (Knight and Yorke 2004: 18) especially as the economy may not be able to provide sufficient graduate employment: expectations placed upon universities may be unattainable.

Nevertheless, universities are responding to external drivers from a range of economic stakeholders by developing ‘Employability

and Enterprise’ strategies, most of which refer in some way to work-based or work-related learning. What English lecturers need is a definition that emphasises the study and the value of the discipline, a definition that can easily incorporate the range of activities and ideas currently being taught in English departments.

Case Study 2: the Ceth Employability Framework®

The Centre for Excellence in Teaching and Learning Employability (ceth) has developed a framework to help staff and students recognise where employability is already being taught and assessed and identify places where it could be developed. This has proved particularly useful in relation to work-related learning, and can be used to identify and demonstrate the extent to which it is already present in the curriculum.

The framework exists in the form of a marking grid with a number of different employability skills identified by buttons:

- PD** **PD: Personal Development**
e.g. Time management, self management, interpersonal skills like confidence etc.
- WE** **WE: Work Experience**
e.g. Real, voluntary or realistic work experience, ability to situate or transfer learning and experience etc.
- SS** **SS: Subject Skills**
e.g. Knowledge, understanding and application of subject skills, recognising differences between disciplines etc.
- RS** **RS: Research Skills**
e.g. IT, Internet, library skills, identifying appropriate sources etc.
- TW** **TW: Team Working**
e.g. Understanding and developing role in teams, effectiveness as team member etc.
- CD** **CD: Career Development**
e.g. CV, interview skills, action planning, knowledge of labour market in subject areas etc.
- R** **R: Reflection**
e.g. Understanding own learning including metacognition, use of learning logs and journals etc.
- PP** **PP: Project Planning and Evaluation**
e.g. Setting and implementing aims, working to brief, risk assessment etc.
- IV** **IV: Innovation & Creativity**
e.g. Creativity, originality, enterprise and entrepreneurship

CS **CS: Communication Skills**
e.g. Oral, Written, IT, including communicating academically, professionally and interculturally etc.

PS **PS: Problem-Solving**
e.g. Critical thinking, negotiation skills, managing change, implementing strategies etc.

B **B: Business Skills**
e.g. Event management, business culture, organisation, financial and commercial awareness etc.

SE **SE: Sector Skills**
e.g. Industry or sector skills

SCA **SCA: Social and Cultural Awareness**
e.g. Awareness of inclusivity and diversity issues and ability to make adjustments etc.

The framework can enable individuals and subject teams to provide students with a focussed and standardised notion of what they expect in terms of employability within modules and programmes, whilst enabling employability to be delivered in a variety of ways. For more detail on the Assessment and PDP functions of the framework see 4.2.

Curriculum mapping, development and validation

Individuals can badge their modules using the symbols for the particular employability skills that it aims to develop. Such information could be displayed next to module titles on the department website and at the top of module descriptors. This will show lecturers at a glance the spread of skills available for their subject areas and allow them to address any gaps or repetition if appropriate (although subject skills and academic content will be the prime motivators for change). Module leaders could also ensure that assessment, classroom tasks and learning outcomes are all aligned in relation to these skills.

For example:

EN2300: Food Writing

Module Aims

This ceth module is aimed any level two students who have an interest in writing about food and who wish to explore food and taste through the production and consumption of different genres of food writing.

Employability skills you will develop and/or enhance on this module:

PD WE SS RS TW CD R IV CS SE SCA

2.2 Exploring the 'work' in work-related learning

'Work' in the Oxford English Dictionary

- A person's employment or occupation, especially as a means of earning income
- A task to be undertaken (and the materials for this)
- The result of an action: an achievement
- A literary composition
- Actions or experiences of a specified kind
- The application of mental or physical effort to a purpose
- A meritorious act
- Conduct a campaign
- Operate or function effectively
- Manage or control
- Cultivate: bring to a desired shape or consistency
- Progress or penetrate
- Have influence
- The exertion of force overcoming resistance

It is interesting to begin by looking up the word 'work' in the dictionary and thinking about its various connotations. There is reference here to work as a noun, a task to be managed or controlled, but also activity as a verb, something that operates or functions effectively. There is a very positive sense of progression leading to achievement as well as and acknowledgement of the effort required to reach this point, often through exertion and meeting resistance. As Costley argues, there are two broad points to consider:

The first is that work often carries an economic imperative but not all work is paid employment, The second is that work usually has a practical purpose but in working towards specific goals or outcomes, theoretical knowledge also needs to be invoked' (2000: 24).

The end result of work can be creative – a reshaping - or a creative product – a composition. It will probably involve some form of personal transformation and change in power relations: having gone through a purposeful effort one reaches a position of influence and can influence others. More importantly for institutions that value learning over achievement, the act of work itself is meritorious, worthy of honour, and of course we talk about 'work' in an academic context in reference to research, writing and teaching activities. Work-related learning is thus the learning that arises from the activity and achievement of 'work' as well as learning that is related to the world of employment.

2.3 Different relationships between work and learning

As one might expect, there is little clarity or agreement in the literature about the relationships between work and learning in a higher education context. A useful generalist description of the relationship used by the Qualifications and Curriculum Authority is:

Planned activities that use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

2.3.1 'Learning through Work' and 'Learning at Work'

It might also be useful to think about the differences between 'Learning through Work' (often professional development linked to formally accredited education programmes) and 'Learning at Work' where students are also employees (paid or voluntary). This includes in-house training or PDP/CPD programmes, learning 'on the job' and portfolio-based learning. The category of student who would benefit from these first two contexts are adults and young people in work who have a need to update their skills and capabilities and to gain credibility with their employer.

2.3.2 'Learning for Work'

This third context is best explained by Knight and Yorke as classroom activities designed to teach knowledge that is of value in an occupation, developing something of importance in a particular occupation and fostering generic practices, such as team-working and interpersonal fluency (2004: 103). One could also add career management and reflection. These activities are aimed at adults and young people seeking to position themselves with regard to the labour markets in which they wish to participate.

'Learning for Work' can further be divided into:

- Learning *from* Work
Identification and reflection on learning from work in accredited or elective modules / programmes
- External Activities
Located in work-place e.g. placements, sandwich year
- Internal embedded activities
 - Live projects
 - Realistic/real work environments
 - Mentoring
 - External visits
 - External / internal competitions
 - Visiting speakers
 - Simulations: role-play, scenarios and case studies
 - Research-informed teaching (training as researchers) e.g. student interns
 - Subject-specific career development and/or personal development planning or enterprise activities
 - Work-relevant learning e.g. practicing and developing skills that will be useful in the world of work

These internal embedded activities can be at module, project or programme level

The teaching of undergraduate English students will most often involve Learning for Work, although staff may also be teaching students from Foundation to MA level undertaking Continuing Professional Development. We also need to acknowledge that many if not most of our students have jobs whilst they study and that some universities are running more centralised modules in 'Learning from Work' in which students are required to be in employment, whether paid or voluntary.

The pioneering 'Professional Training Year' at the University of Surrey is an example of external activity, a sandwich year with an English Literature programme.

Case Study 3: Professional Training Year

Institution: University of Surrey

As part of the English Literature programme students between Level 2 and Level 3 have the option to undertake a professional training year which normally constitutes a 30-week placement. They are provided with a mentor who ensures they have the opportunity to gain valuable transferable skills in analysis, reflection, communication and organisation, and develop their interests, career prospects and critical understanding of literature. Students receive two or three visits (one/two plus a return visit to the University) by the programme's Senior Professional Training Tutor and they are given a named supervisor in their host organisation.

Typical placement areas for English Literature students are in degree-related professions such as publishing, the media industries, teaching or arts administration. Placements are arranged by the University, and although students do not always receive a salary, they are often paid a small bursary by their employer. Students may also opt for a year long Erasmus or International overseas exchange.

The benefits of linking education and the workplace include developing an awareness of the ways in which the processes of learning and its outcomes in English Literature may be integrated into future employment and study, and to provide students with a sense of individual ownership of the knowledge and skills developed through the programme. Learning in a rich context such as the workplace lends itself to the development of complex capabilities such as enquiry, observation and sense-making.

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www2.surrey.ac.uk/english/study/ug/

The ceth module 'Food Writing' is an example of internal embedded activity and features a number of fairly typical features of work-related learning in English:

Case Study 4: Food Writing

Institution: University of Central Lancashire

This ceth module enables Level 2 and 3 students to enhance their employability skills through the study and practice of food writing. Students explore the multiple textual configurations of food and culinary identities in a range of contemporary gastronomic writings. As well as the opportunity to explore the role of food in literature and society, students get the chance to try many different types of food writing, from restaurant reviews, food memoirs and poems to travel writing, magazine articles and political pieces. They can choose to write for a specific audience, for different media, including blogs, or even target their work at an individual publication.

In 2007 the tutor ran a competition to find the best restaurant review of a restaurant or bistro in Preston and the surrounding area with the local paper the *Lancashire Evening Post*. This was open to students on the module but also anyone who lived in and around Preston. The competition was judged by a features writer from the paper, local chef Paul Heathcote and a creative writing lecturer; the winning review was published in the Saturday Food Column and the university paid for a meal for two at the restaurant of the winner's choice.

Students were supported by class sessions on the history of reviewing and an article written by the tutor on how to write restaurant reviews. To introduce students to visiting restaurants as a critic the tutor devised a guided fantasy followed by a real evening group visit to a local restaurant to share the reviewing process. A taste workshop enabled students to explore how to describe the look, touch, sound, mouthfeel, touch and taste of chocolate and how to translate this into metaphor and other descriptive writing. Shared writing workshops completed the process. Although a student from the module did not win, one students' review was Highly Commended by the judges and mentioned in the newspaper article.

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Chapter 3: Methods and Approaches

3.1 A Method or a Subject?

Although we are concentrating on work-related learning in this report, it is worth considering one particular issue relating to work-based learning. For Middlesex and their Centre of Excellence in Work-Based Learning (CEWBL) university work-based learning qualifies as a subject in its own right with its own degree scheme (available primarily to those already in work). Work-based learning focuses on learning students have gained from past work and experiences and the development of new learning in the form of work based project(s) focused on their current work role (see www.mdx.ac.uk/aboutus/schools/iwbl/cewbl/index). While it is thought that most academics could agree that learning occurs through and at work and that work applies, reinforces and enhances knowledge, it is more controversial to declare that work-based learning is more than a mode of study but a subject in its own right.

For those of us working in English there are two related issues here. The first is whether this gives us an opt-out clause. If work-based learning is a subject in its own right then we do not need to teach it, indeed we cannot teach it effectively, since a subject has its own knowledge and methods which require experts. There might be benefits in this approach if our institutions were to invest in the resources necessary to give students the opportunity to study this 'subject'. The second issue is whether it is a good idea to study the subject of work-based learning outside the context of English, or indeed any other discipline. The benefits outlined in Chapter 1 are benefits that staff have seen time and time again in relation to key skills, PDP, research-informed teaching and other initiatives: students seem to learn best when they are engaged in their chosen discipline and when they can transfer learning between the context of work and the context of study. Although he uses the term 'work-based learning' Gray's statement applies equally to work-related learning:

Work-based learning ... is the means by which a discipline is delivered, not the discipline to be studied. So work-based learning is not a subject for study – it is the mechanism for learning (Gray 2001: 4 in Moreland 2005: 3)

Nevertheless there is plenty we can learn from the notion that work-based learning is a subject. The Institute of Work-Based Learning at Middlesex University delivers university-level learning in the workplace and assesses prior learning in the workplace for academic credit. They also accredit existing in-house training and extend their impact through customised work-based projects (www.mdx.ac.uk/aboutus/schools/iwbl/cewbl/).

3.2 Methods and approaches

This section includes a number of methods and approaches that are common across a variety of disciplines including English. These may be of interest to lecturers delivering work-related learning as they provide a supporting pedagogic framework and historical perspective in addition to offering an overview of the main methods and approaches used in work-related learning (as well as employability and many other areas relating to the practice and research of Education studies).

3.3 The changing nature of the curriculum

Work-related learning modules and programmes reveal the massive epistemological shift in all areas of the undergraduate curriculum in recent years. According to Barnett, Parry and Coate (2001), while traditional curricula tend to focus on "knowing that" (knowing that Milton wrote *Paradise Lost*, for example), the "emerging curricula" increasingly emphasises "knowing how" (knowing how to find out what Milton wrote and what has been written about his texts).

Epistemological Shifts in the Curricula (Barnett, Parry and Coate 2001: 437)

Traditional Curricula	Emerging Curricula
'Knowing that'	'Knowing how'
Written Communication	Oral Communication
Internal	External
Personal	Interpersonal
Disciplinary Skills	Transferable Skills
Problem-making	Problem-solving
Knowledge as process	Knowledge as product
Understanding	Information
Pure	Applied
Concept-based	Experiential

The concepts used for the 'emerging curricula' are seen by some English academics in a rather negative light: 'Knowledge as product', for example, implies students becoming increasingly strategic in their learning. For many students however, notions like 'applied' learning are more positive, suggesting practical ways of applying and developing their subject skills with a 'product' to show prospective employers at the end.

This type of teaching and learning changes the role of the lecturer from deliverer of content knowledge to 'facilitator', whilst students are given the opportunity to 'discover' how such knowledge functions and interacts with the 'real world'. Such 'Situated Learning' involves creating meaning from real (everyday and work-place) activities where subject knowledge is applied to real-world challenges. The problems students encounter are in no way 'manufactured' by the lecturer; they are expected to respond to environmental cues and in many cases work together as a team to find solutions.

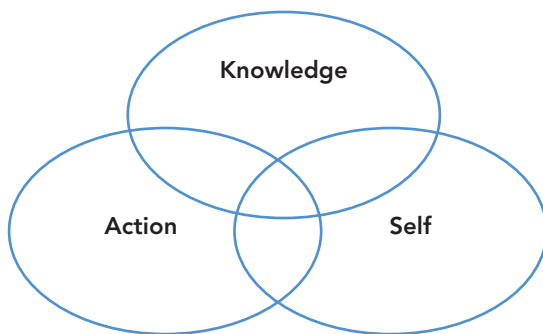
Students are required to develop their 'interpersonal' skills through negotiating with external employers, suppliers and experts, but to also enhance their 'personal' skills by reflecting on how they have learnt to handle knowledge in different contexts. There is an increased emphasis on transition and transference between disciplinary and generic skills with students using learning logs and reflective journals to explore how to transfer the skills they have learnt back into their subject curriculum. As Courtney and Maben-Crouch (1996) argue, learning transfers more easily when learners are engaged in solving authentic, non-routine problems likely to be encountered in jobs.

The curriculum model put forward by Barnett, Parry and Coate understands the curriculum as an educational project based around the negotiation of three domains: knowledge, action and self. The *knowledge* domain refers to those components of the curriculum that are based on discipline-specific competences

and those aspects of teaching and learning that develop subject specialisms. The *action* domain includes those competencies acquired through 'doing,' through practice and application. The *self* domain develops an educational identity in relation to subject areas, for example English students learn to perceive themselves as 'critical evaluators' of texts (2001: 438-39). Barnett, Parry and Coate maintain that the weight of these three domains varies across curricula: while in professional subject areas like business, management and nursing there is a high degree of integration across the three domains, in humanities the curricula are heavily weighted by the knowledge domain, with the much smaller action domain held apart (2001: 439).

The work-related curriculum functions by integrating these domains much more fully and highlighting the relationship between "action" and subject knowledge and between both of these and the development of a disciplinary identity. For example:

The Work-Related Curriculum



This change has been accompanied by a corresponding shift from the conception of knowledge as theory to one of 'knowledge-in-use'.

3.4 Situated learning and group learning

3.4.1 Situated Learning

Work-related learning can be a type of situated learning as defined by Lave and Wenger. There is plenty of evidence to support the position that students acquire the skills to perform by actually engaging in the process, under the conditions of *legitimate peripheral participation* (Lave and Wenger 1991). This is a particular mode of engagement where a learner participates in the actual practice of an expert, but only to a limited degree and with limited responsibility for the ultimate product as a whole. Under this definition it is the community who 'learns' and individuals are expected to appreciate and participate in a range of perspectives, roles and positions. Situated learning should enhance the skills of English students, especially as such students rate highly on tolerance (appreciating different points of view) and oral communication.

These two case studies demonstrate how both students and the community can benefit from situated learning:

Case Study 5: Teaching Creative Writing

Institution: Cardiff University

Cardiff University offers a one year full-time Master's Degree in the Teaching and Practice of Creative Writing designed for experienced writers who have an interest in teaching Creative Writing. Students enrol in three taught courses, one of which is *Teaching Creative Writing*.

Teaching Creative Writing consists of seminars designed to teach students how to plan, conduct, and assess Creative Writing classes and groups at different levels. Students engage in observations and hands-on workshops at primary school, they are assigned to an undergraduate group as part of their gaining of teaching experience and they are expected to make use of community venues. The theory and class discussions foster an awareness of the complex roles of a creative writing professional (teacher, mentor, facilitator, workshop leader). It is assessed by a formal, edited journal that discusses and comments on the pedagogic and methodological process of teaching.

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<http://coursefinder.cardiff.ac.uk/postgraduate/course/detail/267.htm>

Case Study 6: Literary Festival

Institution: Middlesex University

Students on two different Level 3 modules 'Independent Project' and 'Writing in Practice 2' run the Middlesex University Literary Festival as a practical group project. This allows students to investigate and experience a particular branch of the media and cultural industries, make contacts and gain a realistic insight into the processes of events management. They also gain more generic skills, and knowledge, including team working skills, and develop a clear understanding of their own strengths and weaknesses within this setting.

There have now been 14 Middlesex University Literary Festivals. Over two days the festival celebrates the work of an eclectic selection of writers: poets, fiction writers, student writers and journalists. Originally, this student-run festival was held for one day and now it has grown and become an eagerly awaited part of the BA Creative Writing degree timetable, with students from all over the university as well as people from the local area attending the event.

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3.4.2 Group Learning

Group work has been used for many years as part of most English programmes, especially in Drama although less so in Creative Writing (except for the group element in writing workshops). According to Chambers and Gregory, collaborative group work is highly valued 'as a means of encouraging cooperative research, the pooling of ideas and knowledge among peers, and also offering students opportunities to discuss texts and debate aspects of the subject together in a focused, task-orientated way' (2006, 183).

Traditionally the primary place students have been assessed as a group has been in oral presentations (see Case Study 7: Language and Literature Presentation). Students work, largely outside class time, to deliver a group presentation and are then awarded a group mark for the 'output', the final presentation. The problem with such assessment is that students often feel the group mark is unfair, especially when one or more member of the team does not seem to be 'pulling their weight'. One way of addressing this problem is to use 'WebPA' <http://webpaproject.lboro.ac.uk>, an open source, online peer assessment tool that enables every team member to recognise individual contributions to group work.

Another way of addressing the group assessment issue is through reflective statements which require students to evidence their work and role in the group and to show that they have made a contribution to the content and the process of the assignment. Students are often required to keep a log or build up a portfolio of their research notes and contributions to the project. Although recently plenty of staff are exploring peer or self assessment, the type of assignment where the focus is on the content of the final presentation tends not to enable students to explore group roles and to learn from taking on tasks that they may be unfamiliar with.

"Unlike traditional group presentations where most students divide the research and presentation work roughly equally, group projects require students to take on different roles and develop different knowledge and skills."

The following two case studies demonstrate the typical form of group work in English, where students gain skills from working together but are not assessed on their group learning processes:

Case Study 7: Language and Literature Presentation

Institution: University of Central Lancashire

The 'Language and Literature Seminar' is a third year module and is the defined field seminar for students taking a B.A. in English Language and Literature. Its aim is to draw together the skills and learning from both parts of their degree and to place this in the context of the historic development of English Language and Literature as academic subjects.

The first assignment is a short essay which asks students to reflect on what makes the best learning experience for students of Language and Literature. Students then use this short essay and the feedback to present a group response to the following question: 'What specific knowledge and skills do you think you have which separates you from a student who has studied English Literature or English Language/Linguistics as a single degree, and how do you plan to make use of this knowledge and these skills in the future?'

Students are free to answer the question as imaginatively as they like. For example in their presentation one group held an Open Day for the B.A. English Language and Literature

to convince students to sign onto the programme. Students played the role of guest speakers from industry, alumni and lecturers. One year the students brought in a pre-prepared promotional advert for Language and Literature at UCLan on DVD. Another group imagined that the university was suffering severe cutbacks and had to close one department, either Literature or Language. At a meeting, each department was offered the chance to put their case for the retention of their department to the board. The rest of the seminar group was required to vote on the outcome.

Students were expected to maintain a professional attitude, especially when using satire and humour. As well as reflecting critically and comparatively on the intellectual structures and methods of the two disciplines, students were expected to demonstrate a historically informed understanding of their subjects. The challenge was to incorporate this into a creative production.

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Case Study 8: Using Groupwork to Explore Modern American Poetry

Institution: Northumbria University

Third year students work in small groups to compile a Modern American Poetry anthology. The first piece of summative assessment is an introduction to the anthology which is assessed individually although it is based on the work undertaken in groups. The introduction serves to justify the choices made and to explain the students' own understanding of modern American poetry. The second piece of assessment reflects on the choices made, the necessary omissions and the ways in which the anthology constructs a poetic tradition. While students are not assessed on their group work per se, they are asked to work together within a limited time frame.

The assessment for this module aims to give students the opportunity to work with each other, to collectively negotiate solutions and to critically reflect on the work undertaken in the module, all skills identified in terms of 'employability' in the English Benchmark Statement.

This project is supported by Northumbria's CETL, Assessment for Learning (AfL). A key purpose of AfL is to foster student development in taking responsibility for evaluating, judging and improving their own performance by actively using a range of feedback. These capabilities are at the heart of autonomous learning and of the graduate qualities valued by employers and in professional practice.

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Unlike traditional group presentations where most students divide the research and presentation work roughly equally, group projects require students to take on different roles and develop different knowledge and skills. For example, a student might be in charge of budgeting, marketing or project management; be a copy editor or liaise with the client and so on. In order to help students choose the most appropriate role there are a number of exercises that can be used. For example students identify strengths and weakness and decide which areas they wish to work in based on prior knowledge or based on areas that they wish to learn more about and which present a challenge. There are a number of tools, such as the Belbin Self-Perception Inventory, that explore a participant's approaches to group work, work preferences and attitudes. (www.belbin.com)

"Working in a team requires negotiation and there is nothing to be gained from every student believing they must demonstrate leadership."

It is important to recognise that just because such a tool might identify a student as a leader does not mean this is the role they must take or that some roles are more significant than others. Working in a team requires negotiation and there is nothing to be gained from every student believing they must demonstrate leadership. Tools such as Belbin may well be available from your institution in which case you will probably not have to pay to use them. Approach your Careers Service or Psychology Department first. Many Project Management books have useful sections on putting together and managing a group.

3.5 Problem and en/inquiry-based approaches

Problem and enquiry-based approaches allow students to reinforce and apply subject knowledge and develop critical thinking and problem-solving skills, often within a work setting. These approaches are based on a process of self-directed inquiry or research. Students conduct small- or large-scale inquiries that enable them to engage with the questions and problems of their discipline, often in collaboration with others. It is a key characteristic of enquiry-based approaches that tasks facilitate exploration and investigation of issues or scenarios that are open-ended enough for different responses and solutions to be possible.

With problem-based learning, on the other hand, solutions to the problems are already known by staff, and students know that specific solutions exist. Problem-solving therefore involves students identifying information that is relevant from a bounded body of knowledge supplied by the member of staff, rather than engaging in more open-ended inquiry (Savin-Baden, 2001).

As Case Study 8 demonstrates, enquiry-based learning is an approach that enables students to explore multi- and cross-disciplinary methods of enquiry.

Case Study 9: An Example of Inquiry-Based Learning in English Language and Literature: Teaching Clusters – Roots Routes

Institution: University of Sheffield

The teaching clusters project at the University of Sheffield brings together academic staff from both the English Language and Linguistics and the English Literature departments in the School of English to work collaboratively on key cross-departmental thematic areas. These thematic areas are:

- Locating material in history
- Applying theory to material
- Using performance as a mode of exploration
- Using new technologies as a mode of exploration
- Close reading language analysis of texts
- Creative writing and investigative re-writing
- The exploration of sources
- Science

The project encourages students to take a holistic view of the curriculum and to recognise and exploit the synergies involved by focusing on topics that are re-visited in many modules in the curriculum. The teaching clusters identify activities, teaching methods and projects that students will engage with, that build their understanding of the thematic areas through inquiry-based learning, and increases their confidence in taking the initiative for their own learning. The approach taken varies across the clusters but involves specifically designed WebCT courses, as well as open-ended student inquiry projects.

Roots Routes

This project is situated in year two semester one, and involves the study of Alex Haley's novel *Roots*. The innovative inquiry-based approach to the study of the text is informed by the outputs of the teaching clusters and builds on the collective learning of members of staff in the School. The modes of inquiry mirror those of the teaching clusters so that student inquiry is based around history, close reading, literary theory, performance, technology, science and creative writing as applied to this particular text. Students from English Literature and English Language come together on this module with the intention of pooling their varying sets of knowledge and approaches to the study of the text. Through this they gain a more rounded view of the subject matter and start to formulate an interdisciplinary approach to their studies. The course makes extensive use of WebCT to deliver course material, such as a digitised version of the text, and to host discussions on a class bulletin board. The discussion postings form part of the assessed work for the module in order to foster student engagement with knowledge sharing.

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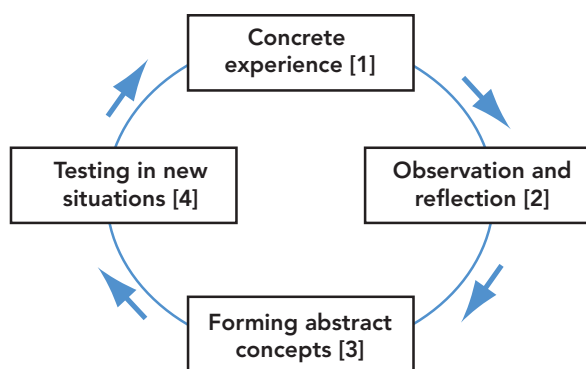
www.shef.ac.uk/cilass/cases/roots.html

3.6 Action research, experiential learning and reflective learning

Although action research (a reflective process of progressive problem-solving led by individuals working with others in teams) is well established as a useful and effective process for teachers, it should also prove effective for learners. It is possible and desirable to plan teaching and learning situations in which teachers and students can research their own processes together, reflect upon them together and bring about improvements together (George and Cowan 2004: 113). A simple model to put into practice is provided by McNiff (2005:71):

- Review current practice
- Identify an aspect you want/need to improve
- Imagine a way forward
- Try it out and take stock of what happens
- Modify the plan in the light of evaluation and continue the action
- Evaluate the modified action and so on until satisfied

This is similar to Kolb's learning cycle of Experiential Learning:



Kolb and Fry (1975) argue that the learning cycle can begin at any one of the four points - and that it should really be approached as a continuous spiral. However, it is suggested that the learning process often begins with a person carrying out a particular action and then seeing the effect of the action in this situation. Following this, the second step is to understand these effects in the particular instance so that if the same action was taken in the same circumstances it would be possible to anticipate what would follow from the action. In this pattern the third step would be understanding the general principle under which the particular instance falls. Most English staff regularly reflect on their practice in an informal way but it might be useful to use a more formal process if, for example, staff and students are embarking on an unfamiliar live project or if staff want to make particular changes but are unsure about the impact this will have.

Reflective learning for students is best embodied in the learning log or learning journal. In Jennifer Moon's words 'A Learning journal is essentially a vehicle for reflection', one that implies that there is 'an overall intention by the writer (or those who have set the task) that learning should be enhanced' (2006: 1, 2). Journal writing is useful for work-related learning as it allows students to recognise, in writing, their natural thought processes. It can help them work through problems and stimulate new associations and suggestions. Journals usually use a narrative approach and tell stories using the first person. Although English students will be familiar with narrative they will probably be less comfortable using the first person and may need time to develop such a style.

A learning log is a more focused method for recording and reflecting on an experience and may contain boxes and questions as prompts in contrast to the more free-flowing journal. It has two main aims: to facilitate the learning process itself, and to provide a record of what has been learnt. Students often find it easier and more useful to reflect on experiences that provoke feelings of discomfort, pleasure or puzzlement and arguably, this is more likely to happen during work-related learning since students will have new experiences.

3.6.1 Teaching and marking reflection

"Reflection is an activity in which you: recapture your experience, think about it (alone or with others), evaluate it, and then act upon the evaluation."

Despite the proliferation of assessment practice that involve elements of reflection many staff do not have a complete grasp of what it is they are assessing. This makes it difficult for students to meet such learning outcomes. It is equally difficult for staff to know what they are looking for and to effectively and easily mark reflective assignments. It is also important to ensure that curricula remain balanced: students are likely to get frustrated with courses where every module requires some sort of reflective statement, which is not to say that we shouldn't expect students to demonstrate reflective thinking at all times.

Reflection is an activity in which you: recapture your experience, think about it (alone or with others), evaluate it, and then act upon the evaluation. Students should be offered the opportunity to engage in all these activities, especially the last one. If there are no opportunities to demonstrate that they have learnt something and put it into practice the next time, students can get the idea that reflection is just a task they have to fulfil and which does not relate to how and why they learn. Placing short formative reflective tasks throughout the module is one way to address this, as is working across modules (through the personal tutor system for example).

Students are often confused about what exactly they should reflect on. Offering them topics can prevent them producing 'what I did' lists. Students may want to start by describing the event and summarising significant and relevant details before moving on to such headings as:

- Who was involved and how might the incident/experience be seen from their point of view
- Feelings (at the time and in retrospect)
- Significant influences (the circumstances or events that may have influenced the way they thought or behaved)
- Learning (whether the incident/experience happened the way they expected and whether there is best practice)
- Skills learnt and understanding developed
- Theories/ideas (how the incident/experience relates to theory or ideas either relating to the subject or to learning and personal development)
- Personal development (what have they learnt about themselves)
- Action planning (what they would do differently next time)

To make it easier for staff to mark reflection it is useful to have a marking framework or assessment criteria. For an example of such a framework that is based on the work of Shiel and Jones (2003) (online) see Appendix 4.

This case study demonstrates how a learning journal can be used to support an English-related work placement:

Case Study 10: English in the Workplace

Institution: De Montfort University

This third year module aims to integrate the study of English with work experience in order to better qualify and prepare students for future employment. English Literature students work voluntarily with an English-related employer for one day a week over a minimum five-week period, reflecting on the ways in which their English is put to use. Placements within the University include the Press Office, Student Newspaper, Library, Bookshop, Careers Advice Unit, and the Academic Guidance Unit. External placements include: local theatres, museums and schools; voluntary and arts organisations. Students keep an employment journal of daily activities and they give a 10-minute presentation in the final week, reflecting on the generic and subject-specific skills they have brought to, and developed during, the placement. A vital component of both assignments is the use of the English Benchmarking Statement which students are required to use as the basis for reflection.

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3.7 Blended and e-learning

“Blended Learning is learning that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication amongst all parties involved with a course” (Heinze and Procter 2004)

Blended learning, the combination of face-to-face instruction with computer/technology-mediated instruction, is becoming the norm for the majority of English programmes even if staff only use e-learning tools to collect together course material that is also available in a paper format.

Work-related learning students often spend much of their time on live projects or group work and there is a corresponding reduction in the amount of time spent in the classroom on the delivery of content. Students can use independent research skills in an online environment to find the information they need to progress. As well as addressing issues of equality and diversity, e-learning can accelerate the pace of learning and allow students to access learning resources outside the classroom. This is especially important for work-related learning as much project work happens outside the allotted class timetable. With very little equipment, students at multiple locations can now see and hear each other through such services as ‘Skype’. This is useful both for intellectual debates and for project management. Such forums can also enable staff to support student learning individually and in groups.

Among the different applications of technology are four that are particularly relevant to work-related learning:

- Links to and annotations of relevant Internet sites
- Multi-media and Hypertext that can structure and present material to students (and can be used by students to structure and present material)

- Computer-supported collaborative learning such as discussion boards and video-conferencing
- Second Life

These first two allow staff to select and present their own material and to guide students to useful material on the Web. Such tools may also be available for students to create their own databases and websites.

E-learning tools can also be used to create a library or museum display of past projects and a gallery of photos, video material, podcasts etcetera that can be accessed by future students, used for evaluative purposes or shown at conferences, community events or to senior management. Such visual and aural material is often more persuasive and has more immediate impact than a written report.

The following two case studies demonstrate different uses of technology, projects that involve a range of software and media, and a database produced by a student.

Case Study 11: PublishingLab

Institution: Bath Spa University

Based in the School of English and Creative Studies, PublishingLab staff and resources are shared between the Departments of English Literature, Creative Studies and Creative Writing. Students realise their own ideas, work with other subjects within and without the Artswork CETL to develop unique interdisciplinary modules, and work with potential employers - commercial, non-governmental and public sector - on realistic, intellectually-demanding projects. The heart of this work-related provision is the ‘Creative Enterprise Project’ which encourages students to take on real briefs or devise outward-facing projects with a literary focus. Examples of Projects include:

- *Literary Journal Project*: Literary Journal students develop a distinctive and innovative conception for a magazine. Working in groups, they commission content and write their own material, creating a publication with visual appeal, consistent brand identity and commercial potential. Examples are *Aesthetics: A Magazine of Poetry and Art* and *Hooked on Children’s Classics*
- *National Portrait Gallery*: Working with Professor Paul Edwards on a website to accompany his exhibition on Modernist artist and writer Wyndham Lewis at the National Portrait Gallery
- *Green Letters: Studies in Ecocriticism*: This project involves working with the tutor as an editorial assistant redesigning and relaunching an academic journal
- *Collaboration with John Clare Trust*: The John Clare Trust offered the opportunity for a student to transform the home of the 19th century poet into a literary museum. The project took classic literary interests out into a larger commercial and educational context including a DVD of poetry readings and informational material for the Museum.

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www.artsworkbathspa.com/labs/publishing/index.php

Case Study 12: New Playwriting

Institution: University of Central Lancashire

The University runs a Student Research Internship Scheme over the summer where staff produce a project brief and then invite prospective students to apply. Students are paid over a 10 week period and supervised in a similar manner to final year projects. Specific skills and opportunities of a research internship include: being interviewed for a research position; formulating a research question; working with a research supervisor; project management; self-management; analysis of research findings; report writing; dissemination in the form of a poster; presentation and oral defence of poster; participation in other forms of dissemination such as journal articles and conference papers.

As an example, for 'The New Play's the Thing' the student intern researched new play writing over the last 10 years in order to create student resources including a database of new plays broken down into local, regional and national categories. The intern wrote a student guide to resources available for new playwrights including new writer's programmes and theatres accepting unsolicited scripts. The guide investigates how plays are supported by the region's cultural networks through Arts Centres, individual Theatres and dedicated Festivals, something which students who wish to write plays need to understand and make use of.

Students complete the internship with increased self-confidence, enthusiasm for on-going research; understanding of research processes and improved critical thinking skills. In this particular project the student improved her IT skills and developed her social confidence through having to contact so many theatres. Staff who work with interns often have a renewed sense of the value and potential of their students.

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www.uclan.ac.uk/information/services/ldu/research/research_internship_scheme.php

Every year lecturers have more and more technology available to them both for teaching and learning and for assessment purposes. Ceth currently runs a module in Digital Story-telling for example, and there are a number of new blended learning developments such as projects on theatre and drama spaces in Second Life as part of a large project 'Theatron 3 - Educational undertakings in Second Life' www.english.heacademy.ac.uk/explore/projects/archive/technology/tech23.php supported by the English Subject Centre and PALATINE the Dance, Drama & Music Subject Centre (see Case Study 13).

Case Study 13: Learning about Drama in Second Life

Institution: York St John University

The pedagogic research project '*Insubstantial Pageants*': *learning about Renaissance drama in Second Life* led by Professor Gweno Williams ran at York St John University in 2008-2009. The project's title refers to the enchanting magic of Prospero's sophisticated virtual theatrical revels in Shakespeare's *The Tempest* (Act 4, scene 1).

'*Insubstantial Pageants*' set out to test how virtual online experience of theatre can inform and enrich university study of Renaissance drama, exploiting and developing undergraduates' increasing digital literacy and expectations, as well as offering equal and creative access to performance, in Higher Education and potentially beyond. The overarching Theatron 3 project, funded by EDUSERV, provided privileged access to accurately reconstructed historic theatres such as Shakespeare's Globe, in the 3D online environment *Second Life*. At York St John, Level 2 and 3 undergraduates were enthused and inspired by the opportunity to populate and devise or perform in the elaborate richly detailed virtual environment of the Theatron Globe Theatre.

Second Life is developing rapidly as an educational, creative and game-playing environment but is not yet robustly evolved for large scale undergraduate use. Students and staff experienced real excitement at piloting new approaches to studying Shakespeare, as well as great frustration when learning was interrupted by unexpected technical challenges. Online access, virtual operating principles and cumbersome technical scripts all produced unanticipated obstacles to staging and performance.

As a result, the work-related learning elements of this project evolved rather differently, though no less successfully, than originally envisaged. The original intention had been to concentrate on developing students' expertise and confidence with sophisticated online applications, to prepare them for future work environments where such skills are likely to be in demand. Instead, students rapidly began to develop responsive high level collaborative problem-solving skills, as a means to address the numerous unexpected interruptions to online activity. Staff, PhD students and undergraduates worked creatively together to analyse obstacles and generate a variety of imaginative strategies to address multi-faceted problems in a highly flexible and transferable manner.

In the longer term, once stabilised technically, virtual online environments such as Second Life will undoubtedly offer both types of work-related learning, as well as collapsing real world boundaries to offer creative opportunities for students from different HEIS or different international communities to collaborate and learn together.

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C4C: Collaborating for Creativity Centre for Excellence in Teaching and Learning www.c4ccetl.ac.uk at York St John University.

Chapter Four: Identifying Skills and Assessing Work-Related Learning

4.1 Assessing work-related learning

4.1.1 Examples of assessment

As the Case Studies have demonstrated, there is an incredible range of assessment profiles available for work-related learning. These can be divided into 'Reflection and Employability', and 'Creativity and Enterprise', although there is significant overlap.

Reflection and Employability

- Learning agreements
- Reflective logs and journals e.g. placement journals/reports; teaching practice journals; employment journals
- Reflective statements
- Case studies
- Discussion postings
- Group and individual presentations
- CVs
- Interviews for a job as an oral presentation
- Application letters / Skills assessment using Subject Benchmarks
- Business/professional development reports

Creativity and Enterprise

- TV advert/programme
- Narrative film
- Performing and directing plays/scenes in Second Life
- Role-play
- Arts event/festival
- Event portfolio
- Publications e.g. poetry or short story anthologies; magazines (written and designed by students or commissioned pieces from public/established writers)
- Anthologies
- DVDs / CDRoms e.g. poetry readings and supporting information
- Leaflets to accompany exhibitions/festivals
- Design briefs
- Creative portfolios e.g. creative writing portfolio; project portfolios
- Creative writing relating to industry e.g. restaurant reviews
- Poster and oral defence of poster
- Undergraduate journal article
- Contribution to conference papers and articles produced by staff
- Blogs

4.1.2 Formative and summative assessment

Formative assessment (assessment for feedback rather than a credit-bearing grade) is best used where there is an opportunity for students to improve their performance 'on the same task' (Dunn et al 2005: 18). Whilst many of the creative outputs will be assessed summatively (tasks that cannot be repeated or improved once handed in) there are plenty of opportunities for

formative assessment in work-related learning, especially for assignments where students may be unfamiliar with the process, such as reflective journals or draft creative writing. Indeed all parties can really benefit from early feedback and it can enable staff to re-shape the module or provide additional supporting materials.

Reflection is one area where students often underperform: their creative outputs often get a much better grade than their summative statements or journals. The Ceth Employability Framework© can be used by staff to test whether they actually give students the opportunity to develop skills or just expect them to have them. In the TAP exercise, staff use the headings (PD, CD etc.) and try to come up with examples of where each skill is:

Taught (either face-to-face or online)

Assessed (in the assignment briefs and/or learning outcomes)

Practised (giving students the opportunity to practice tasks either within the classroom or as formative assessment)

4.2 Ceth Employability Framework©: some suggested uses

The Ceth Employability Framework (see Appendix 1) has a number of assessment and PDP functions. Its chief aim is to help tutors identify, assess and mark employability and, by extension, work-related learning. Some suggestions for using the Framework are given below.

4.2.1 Marking criteria for formally assessing employability

To use the framework as a marking sheet students should be given the framework (in paper or electronic form) for each assignment. Tutors can tick the relevant boxes so that students know which employability skills they are expected to develop and will be assessed on. Alternatively, tutors could ask students to identify the skills they think they will develop as an opening exercise.

As an example, a Level 2 module 'Working with English' which features a mini work placement might conceivably tick every skill, whilst a module on 'Romantic Literature' might only tick Personal Development, Research Skills, Team Working (for group presentations), Communication Skills, Problem-Solving and Innovation & Creativity.

Students can hand in this sheet with their assignment for tutors to mark in the same way as they use other marking criteria grids. These sheets and the feedback on the assignment can be kept by the student in their Personal Development file and discussed with a Personal Tutor where appropriate.

4.2.2 Identification of employability skills within modules

Tutors who wish to help students identify the employability skills they are acquiring or improving but do not wish to make this a formal part of the assessment strategy can use the framework by inserting it into the Module Information Pack. Tutors can tick the relevant boxes to suggest to students which skills can be developed by making the most of the module.

4.2.3 Student action planning for personal and academic development

Students might collect together the marking grids and ticked or self-assessed frameworks a few weeks before they chose their modules for progression. A sheet with the employability symbols on the left hand side could be given to all personal tutees before progression. They can be encouraged to identify and reflect on the employability skills developed during that year and add examples to show they understand and have evidence for each skill. This process should help them identify gaps and make appropriate decisions about which modules to take next year, something that is particularly important for first year students.

Students could also take these forms to a Careers Advisor to help with evaluating appropriate careers or postgraduate study. Students could hand them to lecturers when they request a reference.

The ceth Employability Framework© and guidance notes can be downloaded at www.uclan.ac.uk/cethemployabilityframework or by contacting HFD@uclan.ac.uk. Other PDP-related exercises are available in the 'Activities' area of the Subject Centre's 'After English' website www.english.heacademy.ac.uk/afterenglish/index.htm.

4.3 Student Employability Profile for English

www.heacademy.ac.uk/resources/detail/ourwork/tla/employability_profile_english

This 'Student Employability Profile' links the student abilities listed in the English Benchmark Statement with the graduate attributes most commonly sought by employers.

4.4 Language-Literature Card Sort

"The Language-Literature Card Sort is designed to enable different types of Language and Literature students (joint, single etc.) to reflect on their skills and employability in relation to their subject and to the English Benchmark Statement."

A Card Sort is an activity in which participants organise a large number of cards into groups or categories. The Language-Literature Card Sort is designed to enable different types of Language and Literature students (joint, single etc.) to reflect on their skills and employability in relation to their subject and to the English Benchmark Statement. One Card Sort is available on the English Subject Centre website at <http://tinyurl.com/noowox> and Appendix 5 contains an example of a Language-Literature Card Sort and Activity Sheet.

Other adaptations are available by contacting Helen Day directly HFD@uclan.ac.uk or by visiting the ceth website www.uclan.ac.uk/ahss/ceth/externally_funded_projects.php.

The headings for this Language – Literature Card Sort are a rating scale ('Strongly Agree' – 'Agree' – 'Neither Agree nor Disagree' – 'Disagree' – 'Strongly Disagree'). On each card is a statement about Language and Literature, which the participants, in pairs or small groups, discuss before deciding which heading to place it under. For example, a card might have the statement 'I will chose modules that look fun rather than those that might have long term benefits for my career.' The statements are deliberately open-ended and answers will depend very much on circumstances and individual motivations. They encourage discussion and enable participants to think widely about the subjects they are studying.

Card Sorts are seen by most students as different, informal and fun: as such they are ideal for PDP or introductory sessions, although there is evidence that they can be used to structure modules or even courses. They are student-centred and highly interactive, involving students from the beginning and allowing them take ownership of their responses and to take control of the learning. Card Sorts are easy to run and free up the facilitator to interact with the groups. Preparation time is needed, however, since it requires time and patience to print, cut out (and possibly laminate) the cards.

The Activity Sheet enables students to record some of their decisions as well as the reasons why they chose to place cards under certain headings. While some people have suggested that students should concentrate their discussions on those cards placed under the 'Strongly Agree' or 'Strongly Disagree' headings, others believe it is just as useful for students to explore cards they initially placed under 'Neither Agree nor Disagree' or those cards which they could not agree on as a group. It may be best to suggest they pick the cards they think will generate the best discussions and to record their subsequent debates on the Activity Sheet.

The Language–Literature Card Sort can be used in a number of different ways and can be adapted for different types of students e.g. first years, third years, Language and Literature, Language (and Literature), and Literature (and Language) students. It can be used with parents at Open Days or employers to compare understandings of the skills and knowledge of Language and Literature students and with staff to explore the curriculum. It can also be adapted for Creative Writing and Drama students. The Card Sort has been used effectively in the following ways: personal development planning; reflection and preparing for leaving university; structuring modules and classroom exercises; curriculum enhancement; researching student attitudes; educating and learning from employers, parents etc.

Chapter 5: Lecturer Skills, Training and Resources

5.1 The cost of work-related learning

Evidence bears out that work-related learning can be more resource intensive than more traditional modes of learning in English (Lecture + Seminar). A study undertaken by JMConsulting (2003) on behalf of HEFCE aimed to cost different types of pedagogy and found that 'different' modes of learning such as work-related learning, were more resource intensive than conventional approaches (Nixon et al 2006: 52). The provision of such modes of learning is generally reliant on enthusiastic individuals rather than centrally driven 'business' models.

It is difficult to quantify the time and effort that staff put into work-related learning, especially as there are, as we have demonstrated, so many different kinds. It is hoped that this guide and the appendices will save staff time and energy by alerting them to issues and potential problems and offering some solutions. Nevertheless, every member of staff will have different needs and will wish to design different projects for their own students.

5.2 Resource audit

Sustainability of your work-related learning is essential and you should try and build this in from the start. For those staff who already engage with work-related learning (or those who have a fairly good idea about what it might involve), it can be worthwhile conducting a resource audit to compare time spent on more traditional teaching with time spent on work-related learning. Consider whether it is reasonable and whether it will fit any workload model you have in your subject area or institution, given the time you actually have available.

A sample Resource Audit:

Activity	Actual time spent in hours per week
Normal LT&A (e.g. class contact time, preparation, marking etc.)	
Work-related learning LT&A	
Setting up work-related learning	
Additional training, learning new skills, CPD etc.	
Research, evaluation and publication of work-related learning (e.g. writing up case studies etc.)	
Running work-related learning (e.g. liaising with clients and additional supervision of students, projects etc.)	
Normal administration	
Work-related learning administration	

One aspect of work-related learning that may be unexpected is the effort students are willing to spend on completing projects. They may spend more time using your facilities (such as an in-house Publishing House) or need access to technology or group meeting spaces outside normal teaching hours. Even if staff

manage to set this up so that students can use learning spaces more freely, they may find themselves having to supervise such areas, especially after hours.

Projects often cost additional money which can be raised from funding sources perhaps within host institutions as well as other sources. It is a good idea to keep an account of what money is actually spent and to consider what is essential to complete projects. Depending on the type of work-related learning it may be appropriate to ask for funds from your employer or community partners.

5.3 Working with other staff in the university

Much more than traditional English teaching, work-related learning requires staff to cultivate good working relationships with other members of the university. First and foremost are the administrators. As Nixon et al suggest, more efficient and effective administration systems will need to be implemented, both for dealing with students and employer engagement (2006: 52). Throughout this guide we refer to other staff who may be of use, from legal staff to staff in Careers, Business Schools, Placement Units, Psychology, Knowledge Transfer, Human Resources and Learning and Development Units to name but a few. Building these relationships can be incredibly rewarding as well as time saving and ensures that advice and resources are accurate and useful.

The experience of tutors who are developing and evaluating work-related learning will be of great interest and value to other members of staff both within and outside their own institution. So as well as drawing on the expertise of others, a lecturer developing work-related learning will be building knowledge that can also be shared more widely.

5.4 Lecturer skills and attitudes

What are the skills staff need to engage in work-related learning? Like time and effort this is also difficult to identify since many staff choose to develop this area because they are creative and innovative, or because they want a new challenge or to make use of areas of expertise or resources they already have. There are, however, staff who find themselves having to take over someone else's work-related learning module or have been urged by a line manager to develop this area on behalf of the subject team.

5.4.1 Making a case

It is important to realise that few discipline specialists are confident teaching work-related learning and associated elements like reflection and they will need time to develop these skills. Those who allocate funding (Learning Centres, Subject Centres for example) may be persuaded (if they do not already) to allocate seedcorn funds, teaching relief to develop contacts, learn new approaches etcetera. Learning and Development Centres, Careers and Employability Units, as well as PG Certs (Postgraduate Certificate in Higher Education) often run sessions on reflection, enterprise, e-learning technologies etc. The English Subject Centre and the Higher Education Academy also hold regular events on issues like work-related learning, innovative assessment and employer engagement.

For those who are keen to develop work-related learning but do not have the support of their team or line manager, one possibility is leveraging institutional Teaching and Learning and/or Employability and Enterprise Strategies which, more often than not, advocate work-related learning. If the institution moves

towards making work-related learning compulsory for all students it is often better to have a range of subject-specific options available than have English students reduced to take generic options delivered by staff who know little about their discipline.

5.4.2 Lecturer attitudes and approaches

Perhaps the most important attitude a lecturer needs is to be open-minded about their own learning and to take up opportunities to develop and enhance their understanding. Many staff who approach work-related learning for the first time find they are learning along with their students and this can be quite disconcerting. Staff who are fully competent teaching their subject go from being an 'expert' to the position of novice and not everyone is comfortable with this. Rather than desperately trying to stay one step ahead it is much more rewarding to admit to students that you are learning with them by attending business seminars with them or sitting in on talks by externals. Sometimes lecturers choose to keep a reflective journal alongside their students.

While it would be useful for staff to know about particular careers that relate to their work-related learning, Careers Advisors can be brought in to show students how to access online resources and to make available information about a range of careers. Knowing when to ask other experts for their help saves sleepless nights and builds successful relationships.

As discussed in Chapter 3, staff will find that work-related learning requires the lecturer to 'facilitate' rather than 'lecture' and to manage group work and projects to a higher level than they may have previously done. They will need to manage change and risk and to cope with their own stress about the completion of projects as well as that of the students and clients. Negotiating, networking and excellent communication skills are vital as is the ability to problem-solve on a regular basis. Like the students, staff may find that they enhance their own understanding about 'research' and what it means for situated learning. In fact the majority of employability skills on the Ceth Employability Framework© are those required for the teaching, learning and assessment of work-related learning.

5.4.3 Managing student expectations

"Students will benefit most from work-related learning opportunities when subject teams create a culture where work-related learning is a normal, expected and fully-supported part of doing an English degree."

The next chapter will look at employer engagement and managing the expectations of employers. However lecturers will also need to manage the expectations of students about the place of work-related learning in the curriculum. Although students are increasingly seeking out such opportunities, many still feel that work-related learning modules or projects take their time and energy away from learning about their discipline.

Other student concerns might be a fear that modules which look unfamiliar will affect their marks and require different, and often new, sets of skills and assessment regimes. The best way to overcome this is word-of-mouth from students who have already taken the module and opportunities should be provided for such communication. Channels such as the department's

website, university facebook pages, student forums and student champions, open days and progression events where students find out about the modules on offer for the following year can advertise the benefits of work-related learning both in terms of employability and career management, and the development, understanding and application of subject knowledge and skills. Producing a short DVD or video on YouTube featuring students talking about what they have done and showing what they have produced can send a powerful message. Putting on an exhibition or festival of student work at the end of the year (much like disciplines such as Performing Arts, Fashion, Design, and Photography) and inviting senior management and employers can also show students who are reluctant to take such opportunities what may be gained, alongside celebrating the achievements of those who initially lacked confidence.

Alternatively, some students may feel less of a sense of achievement if the stakes are not high enough: in general it is important that students are provided with a 'real' experience, even if it is within a Realistic Work Environment (such as an in-house publishing suite). It is equally necessary to distinguish between real risks and challenges. With group projects students also prefer to know that assessment will be fair and that unreliable students will be penalised in some way, whether this is through an individual component or a percentage of peer or self assessment.

Students will benefit most from work-related learning opportunities when subject teams create a culture where work-related learning is a normal, expected and fully-supported part of doing an English degree.

Chapter 6: The Practicalities of Setting up Work-Related Learning Opportunities

6.1 What is employer engagement?

Engaging employers is something most staff are asked to consider, even in the humanities, although there are many different understandings of what the practice of employer engagement involves, especially in the creative industries. In most cases it involves work experience opportunities where the employer either acts as an external 'client' with a project brief or offers students the chance to experience real work in a career that interests them. For certain careers there are specific government schemes such as the Training and Development Agency for Schools' Student Associates Scheme which places students in schools in England. The aim is to help students make an informed decision about any subsequent career in teaching. If an institution runs this scheme it is possible for students to use this as part of the curriculum, for example in a 'Working with English' module.

Employer engagement may however also involve the employer in:

- Mentoring a student
- Advising the student about a project
- Acting as a guide or speaker for students visiting an external organisation
- Visiting the institution as an external speaker or to deliver a workshop or providing case study material from the workplace

It is useful to remember that higher education institutions are also workplaces and that students can learn plenty from working with staff as interns, interviewing staff about their research or teaching interests, mentoring other students and so on.

Although not strictly speaking employer engagement, community engagement also provides learning opportunities for students. They may be working with volunteers on a literary festival or with members of distinct communities.

The following case-study is an example.

Case Study 14: 'The Reader' Project

Institution: Liverpool University

This project helps students get more involved in reading by encouraging them to take their skills and enthusiasm out to the wider community. ('The Reader' Outreach Unit, with which the project is being run, delivers over 40 weekly literature-based reading groups amongst disadvantaged communities.)

The project involves undergraduate students in literature outreach projects, offering opportunities for 'real-world' learning, work alongside health and other professionals and gaining valuable transferable skills which relate to the academic discipline of English.

The project trains and places student volunteers as reading-group assistants in contexts as diverse as: a dementia care home; hospital ward for the elderly; drug rehabilitation unit; mental health day centre; YMCA; psychiatric day centre; GP surgery; neurological rehabilitation unit; local school; community centre.

Students have generated teaching materials which contribute to themed reading packs for use by future facilitators and to a database of texts (currently managed by one of the student recruits). In addition students keep reflective journals throughout their training and placement.

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The Reader Organisation <http://thereader.org.uk>

6.2 Managing expectations

6.2.1 Finding work-related learning opportunities

"Work-related learning is a great opportunity for staff and students to educate employers about the skills and knowledge that English students have, which may make it easier for them to get work that interests them in the future."

There are ongoing debates about the role that employers might play in shaping higher education curricula. The emphasis on mutual benefit is an important one and helps to dispel any suggestion of potential disparity or inequality in the nexus between university and employer. The task of developing creative partnerships, work placements and other types of work-related learning with employers in the community needs to provide clear advantages for all parties: employers, students, other employees and those engaged in delivering work-related learning within the university curriculum. Finding such opportunities is the first challenge.

Although many institutions like schools and museums have a remit to work with local higher education institutions and will often seek out such partnerships, other employers are usually only prepared to enter into a relationship with the academy if they can determine a clear benefit from the outset. This can conflict with the aims of tutors to allow for learning opportunities which can emerge from such interaction, including those which are unexpected and unplanned. Higher education institutions must make it clear that they are not providing a 'service' and that tutors are not there to apply their knowledge expertise to clearly identified problems. The parameters of such a relationship should be defined at the beginning, the formality of which will depend on the nature of the project and the type of employer. While a more informal relationship often allows for more spontaneity, this is not always possible or desirable. The best way to ensure a more flexible relationship is to allow the partnership to evolve over time whilst recognising that the timetable and availability of staff will be compressed into particular points in the year.

It is not always easy to find partners within the local area especially in towns and smaller cities: scope is often limited to a relatively small number of small enterprises and competition for work placements and opportunities is fierce. These small businesses often do not have sufficient time or staff to provide good quality openings for supervised work experience or projects. Don't overlook the fact that the university itself is an employer and may be able to offer opportunities.

It may however be necessary to look further afield (although students may not have the extra money required for travel) or to investigate less likely sources. Approaching local Councils is a good first move as they can direct you to the most suitable businesses or large organisations such as local museums, theatre companies, creative writing groups etc. (And of course local Councils themselves are employers.) It is also a good idea to look beyond the 'usual suspects' of museums, publishers etcetera and to consider other companies such as a small engineering company or a local craft business that would welcome English students to help rewrite their website or produce marketing materials.

Obviously partnerships are often easiest to set up if you have a contact, and Careers Advisory Services may be able to provide you with these as well as alerting you to organisations who are already offering opportunities and may not welcome another approach. Your students may be in competition with others from the university as well as local schools and colleges. It may help to invite placement providers to see what you can offer, suggest that they may benefit from university facilities, if available, or invite them as a visiting speaker in the first instance. Equally, staff might take time to visit the employer, telling him or her about the potential of their particular students and finding out about the employer's needs and how students may be able to help. In areas like digital publishing, for example, publishers are looking towards students and school children to imagine and design the future. Placements and projects can then be negotiated so that they suit the needs of the employer and the skills set of particular groups of students. Networking, information-gathering and reciprocity may take time but in the end will provide longer-lasting and more satisfying relationships.

It is vital that employers understand that students have learning outcomes that they are required to meet, over and above the tasks that employers wish them to achieve. The trick is to make this clear from the outset and to negotiate the parameters of the project at an early stage, sometimes before the students get involved. It is possible to match the often highly individualistic, creative skills and subject knowledge of English students with employer requirements and English students usually make wonderful ambassadors for the subject. Work-related learning is a great opportunity for staff and students to educate employers about the skills and knowledge that English students have, which may make it easier for them to get work that interests them in the future. In terms of recruitment, parents and prospective students of English are often impressed to see courses that are sponsored or supported by creative and cultural organisations.

The following case study demonstrates how a close working relationship between client and students became an effective partnership of equals.

Case Study 15: Working with a Poet

Institution: The University of Central Lancashire

The 'Publishing Realistic Work Environment' is used to deliver a module entitled *Insight Into Publishing*. Students taking this module work as a team over the course of the academic year to produce a published book. Projects have included a series of anthologies, a cookery book and writing for children. The students have complete ownership of this task: they are responsible for sourcing or writing the material for inclusion in the text, managing budgets, liaising with external bodies such as printers and booksellers, developing publicity materials and marketing the finished product. In doing so they develop not only the domain-specific skills appropriate to the publishing industry, they also enhance a wide range of employability skills.

For the initial set-up stage of poetry anthologies, part of the students' role is to approach authors and ask for work that could be included in the anthology. In the 2008-9 academic year this process was reversed, as the poet Michael Molyneux approached the press with a view to collaborating on a volume of his selected work. This partnership challenges conventional notions of employer engagement insofar as it deconstructs the traditional hierarchical relationship that places the employer in a position of power, and the student as providing a service in order to further the aims and development of the employer. This is a partnership of equals, in the truest sense. It also fully dissolves the boundaries between creativity and industry: both parties are acting creatively, and the also represent a particular industry experience.

Contact Details:

Kay Boardman (KBoardman@uclan.ac.uk) and
the current manager of UCLan Publishing Debbie Williams
(DJWilliams1@uclan.ac.uk)

www.uclan.ac.uk/ahss/ceth/publishing_house.php

6.2.2 Professional agreements, learning contracts and professional conduct clauses

Once you have your partnership set up you need to ensure that all parties understand what will be required of the student, what will be produced and in what time span. Employers may misunderstand how much time a student has available, when they can be contacted or even what will actually be produced. Perhaps the greatest problem is projects that fail to live up to employer expectations as this may create future difficulties in employer-HE relations. It can be extremely stressful for staff especially as they will need to negotiate between students and employer and ensure that projects reach satisfactory completion.

These difficulties can be addressed to a large extent by Professional Agreements and/or Learning Contracts between student, client and tutor/institution. As Garnett makes clear, such agreements provide 'a mechanism for meeting the needs of the employer as well as the individual learner and the university' (2000: 59).

Professional Agreements provide information about the Department/Centre, the assessment regime, the type of projects students produce and set out in detail what employers can expect from working with students and what students can expect from working with clients. It gives everyone a named contact and contact details. A Sample Professional Agreement between student, client and tutor can be found in Appendix 2.

A student Professional Conduct Clause may also be added to the module paperwork. For example:

Professional Conduct Clause

When your project necessitates contact with outside bodies, you will be a representative of the University of ----- and must therefore act accordingly. You will be required to maintain a professional working relationship with the organisation. Thus you must keep all appointments made and apologise for any unavoidable absence. You must be on time, dress and behave appropriately and abide by any company rules and regulations.

In cases where your project involves outside bodies, it will be necessary to ensure that proper health and safety training is undertaken and that the organisation has any appropriate insurance cover.

In some circumstances it may also be suitable for the client and students to negotiate the learning outcomes of the module, overseen by the tutor. This needs to be made clear in the actual Learning Outcomes of the module. The Learning Agreement might ask students to:

- List the goals they have identified for themselves in successfully completing the project/module
- Specify the targets they will need to meet
- Identify the resources and/or training they will need
- Identify the help they will require from the employer/client and from the tutor
- Identify the risks to completion of the project and suggest how they can be managed, including situations where the tutor needs to get involved.

Where there is a significant output attached to a module or project, students tend to spend more time and effort on these than other assignments which means that the rest of their work may suffer. It may be worth staggering the output-related assignment so that it does not coincide with final essays for other modules and to advise students that this will happen so they can plan their workload accordingly.

6.2.3 Ownership of material and outputs

It is important that all parties agree what will happen to any outputs produced by the students. Usually employers will have the right to make use of any information they are given in reports. However, sometimes there will be instances where students will produce something of commercial value that they wish to develop and take to the marketplace. Institutions may also wish to benefit and it may be in their interests to own the Intellectual Property Rights and Income rights to the students' work but to give an agreed reward to the student and to credit the students' work wherever it is used. Staff should raise such possibilities with their institution and take legal advice on what happens should this occur. It may be necessary to include a section on ownership and profit in the Professional Agreement, especially to protect any rights of the student, or to produce a separate contract. For an example of such a contract see Appendix 3.

It is worth noting that English Departments are not normally set up to receive money for the sale of goods. If work-related learning produces outputs such as creative writing anthologies that might be sold within the university or sold to bookstores new systems will need to be devised. This can take time and it is worth thinking about this at the beginning of any project.

6.3 Ethics and health and safety

6.3.1 Ethics Committees

Most institutions have an Ethics Committee, indeed some have a number of committees for individual subjects, usually Science or Social Science. Such committees usually have their own Ethics Checklist that anyone undertaking a project should fill in. Although it is not yet general practice for English staff to use such checklists it is good practice to encourage students to complete them and will ensure that they think about the ethical considerations of their activities. If the project involves contact with, observation of, or collection and storage of confidential information about people, then you may need ethical approval. The physical, mental and emotional health and safety not only of participants but also researchers and project managers needs to be protected. Institutions may also have a Code of Conduct for Research that may be useful.

A typical Ethics Checklist will ask questions such as those given below, and positive answers may mean that further investigation is required by the Committee.

- Does the study involve participants who are unable to give their informed consent (i.e. children, people with severe learning disabilities) or who may not be able to give valid consent (i.e. people experiencing mental health difficulties)? Example: projects in schools

- Does the project involve a potential risk of causing shock, offence or outrage to researchers, participants, the audience or public? Example: literary or drama festivals may be performing material that may offend some
- Does the project involve researchers and/or participants in the potential disclosure of any information relating to illegal activities? Example: creative writing projects in prisons
- Will the deception of participants be necessary during the study? Example: 'In-Yer-Face' drama often requires audiences to be in the dark about what to expect
- Will the project involve any external organisation for which separate and specific ethics clearance is required (NHS, Police, Prison service etc.)? Example: reading to elderly patients
- Does the project raise issues involving the potential abuse or misuse of power and authority which might compromise the validity of participants' consent?
- Is there any potential risk arising from the project of physical, social, emotional or psychological harm or distress to the researchers, participants or audience?
- Will the project involve invasion of privacy or access to confidential information about people without their permission?
- Are there any Data Compliance issues?

(Thanks to the Faculty of Arts, Humanities and Social Sciences Ethics Committee at the University of Central Lancashire for this information.)

6.3.2 CRB checks

The aim of the Criminal Records Bureau (www.crb.gov.uk) is to help organisations in the public, private and voluntary sectors by identifying candidates who may be unsuitable to work with children or other vulnerable members of society. Staff and students who work with such members of society may need to complete a CRB check, usually when they will be working with children unsupervised by a teacher. Universities with a Placement Centre, a Volunteer Unit or Education Department where students go on school placements will be the best place to begin investigations. As it is a legal requirement Human Resources would also be a good place to start.

As it takes time to get clearance staff should investigate before the work-related activity begins whether students will need to be checked and, if so, they should endeavour to do this as soon as possible to prevent projects being held up.

6.3.3 Health and safety

Although students are legally adults, most institutions will require staff to complete forms if they take students off campus. This is important for insurance reasons as well as general health and safety.

For individual projects there may be health and safety and risk assessment requirements. Most Health and Safety staff would be only too pleased to run sessions for lecturers and their students although if lecturers wish to run similar projects on an annual basis it would be worth asking them to draw up specific forms for that activity. These should be logged centrally within the academic department.

If staff will be working in any area other than a traditional classroom or if they are undertaking activities not usually held in a classroom it is useful to fill out a risk assessment form. It is good practice to get students to do this and, believe it or not, it can be quite fun.

Risk assessment forms usually require participants to list significant hazards and for each of these to document:

- Groups of people who are at risk
- Existing controls or safety procedures
- Action that needs to be taken for risks that are not adequately controlled
- Remaining level of risk – Low, Medium, High

Chapter 7: Evaluating Work-Related Learning

“What are we trying to achieve and when will we know whether we have achieved it?” (David Baume)

7.1 What is evaluation?

The word evaluation is frequently misunderstood to mean measurement and quality assurance rather than as a tool for learning and development. In a more positive light, evaluation can be seen as:

- Asking the right questions to enable staff and students to design and carry out plans, projects and research
- A way of knowing when something has worked
- A process designed to help staff and students better understand how to get the most from their professional practice
- about *learning*
- about *managing* change

The most important thing to consider when approaching evaluation is not *what* you want to evaluate by *why*. Staff may have different reasons for evaluating and will focus on different areas than students (see Appendix 6). Knowing what can be done with any results will help tutors plan their method: there is no point collecting vast quantities of data if you then find you cannot or do not want to make the changes requested. Those who do not have the expertise in their subject team may find it worthwhile speaking to someone in their Education Department or Learning Centre and requesting assistance with choosing the right methodological approach and the right questions.

Work-related learning often produces physical outputs – books, websites, CDROMs, a festival - which have a life beyond the module students are working towards. Having an effective evaluation strategy can ensure that the impact of such outputs, whether commercial, creative or pedagogic, can be followed up beyond the life of the actual project.

7.2 Evaluation tools

7.2.1 RUFDATA

The RUFDATA model devised by Murray Saunders, based on a number of key questions to ask about projects, is a particularly useful tool for evaluating large projects. It allows staff and students to reflect on their reasons for evaluation, the uses and foci, the data and evidence, and the audience and timing of evaluative activities.

Appendix 6 takes a ceth Live Project, ‘Managing an Arts Event’ (skinny 20 credit module across 2 semesters) as an example of applying the RUFDATA model.

7.2.2 Start at the end

“Having an effective evaluation strategy can ensure that the impact of such outputs, whether commercial, creative or pedagogic, can be followed up beyond the life of the actual project”

For a simpler but no less effective method, the educational consultant David Baume (2004) uses a reflective questioning approach. This consists of asking two questions about whatever you do:

- What are we trying to achieve?
- How will we know when we have achieved it?

One useful starting point is to imagine you are on the last day of your project: what have you achieved? What does ‘success’ look like?

7.2.3 The ethics of evaluation

All evaluation activity should be within the ethical framework of the UK Evaluation Society (see www.evaluation.org.uk/resources/guidelines.aspx for the Society’s Good Practice Guidelines). In particular, this means being explicit to everyone involved about the purpose, methods, intended outputs and outcomes of evaluation, as well as the communication, behaviour, reporting protocols and ownership of data involving all contributors and participants.

7.3 Evaluating the impact of modules and projects

Work-related learning projects often require students to measure the impact of the module or project on the development of their skills and knowledge.

In ceth students on our Realistic Work Environment modules such as ‘Insight into Publishing’ are required to rate their level of a range of employability skills at the beginning of the module and to write brief narratives explaining what knowledge and skills they think they will require to carry out the project and what they know about publishing (‘Describe the weekly activities of someone working in publishing’). At the end of the module students reflect on how their skills, knowledge and career understanding have developed. Students should find that they have a greater understanding of the variety of roles within publishing that will help them make effective career decisions.

Lecturers, researchers and evaluators can use the ceth Employability Framework© to research and evaluate student and staff attitudes to employability. For example, staff may want to know whether their views about the type of employability skills developed in a module match those of their students. The framework can also be used to capture and evaluate the skills, attributes and attitudes students arrive with and gain during the module.

For example, the framework can be used to evaluate students employability skills. Students choose two colours, say, blue for the beginning of the module and black for the end. In week 1 students place a blue tick in the 'Relevance' line of the framework (see opposite) for the employability skills they believe they will develop during the module. They then use the blue pen to rate themselves for each of these skills by identifying the level they think they are currently at.

In the last week students place a black tick in the 'Relevance' line to indicate which skills they actually did develop. They then explain the differences in a discussion with the tutor. Ceth found, for example, that students did not think they would require 'Research Skills' as they associated these with using the library, reading and textual analysis. The module expanded their understanding of 'Research' to include Information Literacy, ways of finding out information, whether this be asking the right people or using directories etc.

Students then used the black pen to rate themselves against those skills they did develop and compared this to their responses in week 1. In most cases students improved their skills and could provide oral and written evidence for this. Sometimes students realised that what they thought they were good at was actually far more complex and that they needed to develop this further by choosing other modules, engaging in voluntary experience etc.

As well as providing vital evidence for their reflective statements this exercise enables students to identify their employability skills and to provide examples for prospective employers on their CV or at interview. The exercise also allows staff to better manage student expectations by flagging up areas where more attention needs to be paid either in the promotion of the module or during teaching sessions.

Ceth Employability Framework ©

Employability skill →	Personal Development	Work Experience	Subject
Class and Grade ↓	PD	WE	S
Examples	Time management (punctuality, meeting deadlines), self-management and self-motivation, interpersonal skills like confidence, emotional intelligence etc., awareness of life-long learning and planning for future development	Paid, Voluntary, Work Placement, Realistic Work Experience or Live Projects etc., ability to transfer learning, skills and experience from the classroom to work and back again; flexibility and adaptability; working with peers, colleagues, clients and customers	Understanding the key areas of knowledge and skills developed through the study of own subject/ discipline (e.g. Subject Benchmarks as well as the contexts where such knowledge and skills might be used; recognising differences between subjects/disciplines
Relevance (please tick)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1 (outstanding) 70 or above	Manages time highly effectively; demonstrates consistent self-motivation and self-management and an increased confidence in planning and carrying out a range of tasks	Clear ability to adapt and transfer knowledge, skills and experience developed within academia or prior experiences to current work situations; excellent ability to work with a range of internal and external personnel	Excellent understanding of subject knowledge and skills; significant ability to recognise how, when, where and why such knowledge and skills are used in own world and that of others, within academic and work contexts
2:1 (above average) 60-69	Capable of managing time effectively; demonstrates self-motivation and self-management, showing some level of increased confidence in planning and carrying out a range of tasks	Shows aptitude for adapting and transferring knowledge, skills and experience developed within academia or prior experiences to current work situations; substantial ability to work with a range of internal and external personnel	Generally good understanding of subject knowledge and skills; ability to recognise how, when, where and why such knowledge and skills are used in own world and that of others, within academic and work contexts
2:2 (average) 50-59	Good attempt at using time effectively; some evidence of self-motivation and self-management with some improvement in confidence in planning and carrying out a range of tasks	Demonstrates a reasonable capacity to adapt and transfer knowledge, skills and experience developed within academia or prior experiences to current work situations; some ability to work with a range of internal and external personnel	Fair understanding of subject knowledge and skills; reasonable ability to recognise how, when, where and why such knowledge and skills are used in own world and that of others, within academic and work contexts
3 (below average) 41-49	Occasional evidence of using time effectively; basic self motivation evident with limited development of confidence in planning and carrying out a range of tasks	Fulfils basic requirement to adapt and transfer knowledge, skills and experience developed within academia or prior experiences to current work situations; limited ability to work with a range of internal and external personnel	Limited understanding of subject knowledge and skills, but ability to recognise how, when, where and why such knowledge and skills are used in own work and that of others, within academic and work contexts is generally underdeveloped
Fail 0-39	Little or no use of evidence of using time effectively; little or no attempt to improve self-motivation and self-management or to develop confidence in planning and carrying out a range of tasks	Lack of basic understanding required to adapt and transfer knowledge, skills and experience developed within academia or prior experiences to current work situations; lack of ability to work with a range of internal and external personnel	Cursory understanding of subject knowledge and skills; ability to recognise how, when, where and why such knowledge and skills are used in own world and that of others, within academic and work contexts is severely limited

Developed by Helen Day, ceth, 2009.

Conclusion

“Work-related learning offers a variety of inter and extra curricula opportunities that enable students to enhance their employability whilst developing a further understanding of the theories of their subject through the practical and industry applications of their discipline.”

Work-related learning in English is incredibly vibrant and innovative and offers students and staff a wide range of opportunities. It enables students to identify, develop and enhance employability and enterprise skills and offers insights into a range of careers and into the creative and cultural industries, especially those where students can continue to use and develop their English knowledge and skills. As well as learning to negotiate with a range of ‘clients’ both within and external to the institution, students gain contacts for work placement and future employment. They have physical ‘outputs’ such as anthologies or project reports to support their job applications and have interesting and valid experiences to talk about during interviews and to document on CVs. Most importantly, work-related learning in English can raise awareness of and develop subject specific skills so that students become better and more engaged English students.

There can be tremendous rewards for staff as well. Watching students develop in confidence and increase their motivation to study English can make it all seem worthwhile. Staff often find that work-related learning inspires them to engage in research-informed teaching, to try their hand at pedagogic research and consequently to see themselves in a different light both personally and professionally. Understanding the practical application of English knowledge and skills enables us to evaluate and understand our own subject in greater depth. After all, isn’t it our passion for the subject, opportunities to learn, and energising contact with students, that gets most of us through the day?

Appendices

Appendix 1: Ceth Employability Framework©

Developed by Helen Day, ceth, 2009

Employability skill → Class and Grade ↓	Personal Development PD	Work Experience WE	Subject S	Research Skills RS	Team Working TW	Career Development CD	Reflection R
Examples	Time management (punctuality, meeting deadlines), self-management and self-motivation, interpersonal skills like confidence, emotional intelligence etc., awareness of life-long learning and planning for future development	Paid, Voluntary, Work Placement, Realistic Work Experience or Live Projects etc., ability to transfer learning, skills and experience from the classroom to work and back again; flexibility and adaptability; working with peers, colleagues, clients and customers	Understanding the key areas of knowledge and skills developed through the study of own subject/ discipline (e.g. Subject Benchmarks) as well as the contexts where such knowledge and skills might be used; recognising differences between subjects/disciplines	IT, Internet, library skills, information literacy; identifying appropriate resources and knowing how to use them, submitting proposals, using findings to structure and complete coursework projects, using theories, methods, ideas and approaches in a critical and scholarly way	Understanding and developing role in team, effectiveness as team member, working with, listening and encouraging the development of others; depending on team role this may include leadership skills, generating group ideas and resources	CV writing, interview/audition preparation and technique, action planning, knowledge about graduate employment options and understanding of the current employment situation and the changing nature of professions	Understanding own learning including recognising learning styles, metacognition (awareness of how one develops) and appropriate use of learning logs, critical incident analysis, learning journals etc.; recognition that people learn differently and see things from diverse perspectives
Relevance (please tick)							
1 (outstanding) 70 or above	Manages time highly effectively; demonstrates consistent self-motivation and self-management and an increased confidence in planning and carrying out a range of tasks	Clear ability to adapt and transfer knowledge, skills and experience developed within academia or prior experiences to current work situations; excellent ability to work with a range of internal and external personnel	Excellent understanding of subject knowledge and skills; significant ability to recognise how, when, where and why such knowledge and skills are used in own work and that of others, within academic and work contexts	Excellent ability to find and use appropriate and accurate information, to apply theories, ideas and approaches in a critical, creative and scholarly way and to present research findings appropriately	Exhibits exceptional motivation and outstanding effectiveness in team role along with substantial evidence of listening to, working with and encouraging the development of others	Demonstrates resourceful knowledge of current career options with very good ability to make career decisions, present an outstanding CV and prepare thoroughly for interviews	Displays optimum ability to identify, recapture, evaluate and communicate key learning experiences of self (and others), and to use the reflective process to enhance intellectual and personal independence
2:1 (above average) 60-69	Capable of managing time effectively; demonstrates self-motivation and self-management, showing some level of increased confidence in planning and carrying out a range of tasks	Shows aptitude for adapting and transferring knowledge, skills and experience developed within academia or prior experiences to current work situations; substantial ability to work with a range of internal and external personnel	Generally good understanding of subject knowledge and skills; ability to recognise how, when, where and why such knowledge and skills are used in own work and that of others, within academic and work contexts	Considerable ability to find and use appropriate information, to apply theories, ideas and approaches in a critical, creative and scholarly way and to present research findings appropriately	Reveals considerable motivation and clear effectiveness in team role along with clear evidence of listening, working with others and encouraging the development of others	Demonstrates a developing knowledge of current career options with good ability to make career decisions, present an competent CV and prepare well for interviews	Significant ability to identify, recapture, evaluate and communicate key learning experiences of self (and others), and to use the reflective process to enhance intellectual and personal independence
2:2 (average) 50-59	Good attempt at using time effectively; some evidence of self-motivation and self-management with some improvement in confidence in planning and carrying out a range of tasks	Demonstrates a reasonable capacity to adapt and transfer knowledge, skills and experience developed within academia or prior experiences to current work situations; some ability to work with a range of internal and external personnel	Fair understanding of subject knowledge and skills; reasonable ability to recognise how, when, where and why such knowledge and skills are used in own work and that of others, within academic and work contexts	Some competence demonstrated in finding and using appropriate information but may suffer occasional loss of consistency in applying theories, ideas and approaches in a critical, creative and scholarly way and presenting research findings appropriately	Sound evidence of motivation, reasonable effectiveness in team role and evidence of listening and working with others	Satisfactory knowledge of current career options with fair ability to make career decisions, present a proficient CV and prepare for interviews	Sufficient ability to identify, recapture, evaluate and communicate key learning experiences of self (and others) in broad terms and moderate use of the reflective process to enhance intellectual and personal independence
3 (below average) 41-49	Occasional evidence of using time effectively; basic self motivation evident with limited development of confidence in planning and carrying out a range of tasks	Fulfils basic requirement to adapt and transfer knowledge, skills and experience developed within academia or prior experiences to current work situations; limited ability to work with a range of internal and external personnel	Limited understanding of subject knowledge and skills, but ability to recognise how, when, where and why such knowledge and skills are used in own work and that of others, within academic and work contexts is generally underdeveloped	Basic ability to find and use information and to apply theories, ideas and approaches in a critical way, although this may be derivative, inaccurate or inappropriate	Some motivation, adequate effectiveness in team role and occasional evidence of listening, and working with others	Adequate knowledge of current career options with basic ability to make career decisions, present a CV and prepare for interviews	Adequate identification, recapturing, evaluation and communication of key learning experiences of self (and others) but use of reflective process may be over-simplistic
Fail 0-39	Little or no use of evidence of using time effectively; little or no attempt to improve self-motivation and self-management or to develop confidence in planning and carrying out a range of tasks	Lack of basic understanding required to adapt and transfer knowledge, skills and experience developed within academia or prior experiences to current work situations; lack of ability to work with a range of internal and external personnel	Cursory understanding of subject knowledge and skills; ability to recognise how, when, where and why such knowledge and skills are used in own work and that of others, within academic and work contexts is severely limited	Little or no evidence of ability to find and use information appropriately and little appreciation of its significance; theories, ideas and approaches may be applied but in a largely uncritical way.	Inadequate motivation and lack of effectiveness in team role with little or no evidence of ability to listen or work with others	Lack of basic knowledge of current career options with no evidence of ability to make career decisions, present a CV and prepare for interviews	No evidence of identification, recapturing, evaluation and communication of key learning experiences of self (and others) and a lack of understanding of the reflective process

Employability skill	Project Planning & Evaluation	Innovation	Communication Skills	Problem-solving	Business Skills	Sector Skills	Social & Cultural Awareness
Class and Grade	PP	IV	CS	PS	B	SE	SCA
Examples	Working to a brief (e.g. an assignment or external project/ event etc.), setting goals and objectives, scheduling and managing tasks and putting plans into practice; producing risk assessment, & evaluation strategy to assess outcomes and outputs	Creativity, originality and innovation, including enterprise and entrepreneurship; generating new ideas and applying creative solutions in specific contexts including self-employment; understanding creative process	Understanding the key areas of knowledge and skills developed through the study of own subject/ discipline (e.g. Subject Benchmarks) as well as the contexts where such knowledge and skills might be used; recognising differences between subjects/disciplines	Decision-making skills, critical thinking and enquiry-based learning; sustained and applied analytical skills, negotiation skills, managing change and risk; testing different strategies and choosing most appropriate solution	Awareness of work and organisational culture(s), financial and commercial awareness of business, numeracy and budgeting skills, networking skills, submitting business case/proposals and report writing; corporate social responsibility and sustainability	Industry or sector specific skills and understanding. Insight into the distinctive techniques, roles and terminology of specific industries/sectors; understanding how to behave and communicate within the industry/sector and follow codes of practice and ethical guidelines	Recognising and valuing the variety of ways that different individuals, societies, cultures and communities behave; treating people fairly, responding to diversity of needs and making appropriate and legal adjustments to ensure that no discrimination takes place
Relevance (please tick)							
1 (outstanding) 70 or above	Very good aptitude for working independently, setting goals, schedules and plans; managing tasks effectively, fulfilling project aims and evaluating results	Distinctive work that shows imagination and creativity and an understanding of the creative process; demonstrates substantial initiative, flexibility of approach and a willingness to undertake new ventures/approaches	Excellent choice of form of delivery, making optimum use of appropriate language and presentation aids; clear purpose and structure, consideration of audience, extremely confident delivery and response to feedback	Exemplary evidence of critical thinking and decision-making skills, interpreting major factors, negotiating choices and managing risk; testing and rationalising different options and implementing the chosen solution effectively	High degree of business awareness, ability to network and to understand and adapt to organisational culture(s); production of relevant proposals and clear, illuminating financial and business reports	Shows excellent understanding and insight into industry/sector and demonstrates the knowledge, skills and behaviour required to function effectively within industry/sector	Displays fairness, sensitivity and awareness of the needs of others; able and willing to make reasonable (and legal) adjustments to take into account individual, cultural and societal differences and to engage positively with these differences
2:1 (above average) 60-69	Good capacity for working independently, setting goals, schedules and plans; managing tasks effectively, fulfilling project aims and fully evaluating results	May contain some distinctive work showing imagination and creativity and an adequate understanding of the creative process; demonstrates initiative, flexibility of approach and a willingness to undertake new ventures/approaches	Good choice of form of delivery, making competent use of appropriate language and presentation aids; generally clear purpose and structure, consideration of audience, confident delivery and response to feedback	Noticeable displays of critical thinking and decision-making skills, interpreting major factors, negotiating choices and managing risk; considerable evidence of testing different options and implementing the chosen solution effectively	Significant level of business awareness, ability to network and to understand and adapt to organisational culture(s); production of relevant proposals and clear financial and business reports	Displays considerable understanding and insight into industry/sector and demonstrates most of the knowledge, skills and behaviour required to function effectively within industry/sector	Demonstrates fairness, sensitivity and awareness of the needs of others in most cases; usually able and willing to make reasonable (and legal) adjustments to take into account individual, cultural and societal differences and to engage positively with these differences
2:2 (average) 50-59	Satisfactory ability to work independently, set goals, schedules and plans; managing tasks well, fulfilling most of the project aims and evaluating results in broad terms	Sound work which demonstrates intermittent flashes of creativity and imagination and a basic understanding of the creative process; may exhibit occasional initiative, flexibility of approach and willingness to consider new ventures/approaches	Satisfactory choice of form of delivery that makes some use of appropriate language and presentation aids; reasonable purpose and structure, intermittent evidence of appreciation of audience and confident delivery	Occasional critical thinking and decision-making skills with some interpretation of major factors and understanding choices and risk; some evidence of testing different options and implementing the chosen solution	Acceptable level of business awareness and some ability to network and to understand and adapt to organisational culture(s); production of relevant proposals and financial and business reports is generally acceptable	Sufficient understanding and insight into industry/sector is displayed; demonstrates reasonable knowledge, skills and behaviour required to function effectively within industry/sector	Reasonable fairness, sensitivity and awareness of the needs of others displayed; generally able and willing to make reasonable (and legal) adjustments to take into account individual, cultural and societal differences and to engage with these differences
3 (below average) 41-49	Rudimentary ability to work independently, set goals, schedules and plans; management of tasks may be incomplete with insufficient evaluation of results	Mediocre work which largely relies on standard views or approaches and reveals limited initiative, imagination, creativity and flexibility of approach and insufficient evidence of a willingness to consider new ventures/approaches	Adequate choice of form of delivery although language and presentation aids may not be entirely appropriate; acceptable purpose and structure, occasional appreciation of audience and passable delivery	Passable critical thinking and decision-making skills with intermittent appreciation of major factors and sporadic understanding of how to handle choices and risk; some options may be considered before implementing solution	A basic level of business awareness may be evident but may display some misunderstanding of organisational culture(s); relevant proposals and business reports may be over-simplistic or inappropriate	Limited understanding and insight into industry/sector is displayed; demonstrates only minimum understanding of the knowledge, skills and behaviour required to function effectively within industry/sector	Fulfils basic requirement to show fairness, sensitivity and awareness of the needs of others; willing to make some adjustments but unable to engage fully with individual, cultural and societal differences
Fail 0-39	No evidence of independent working and management of tasks whilst project goals are unfocused and evaluation of results is severely limited	Substandard work which shows no evidence of personal thought, imagination and creativity nor the initiative and flexibility of approach needed to engage with new ventures/approaches	Inadequate choice of form of delivery with little or no attention to use of language and presentation aids; insufficient purpose and structure, no real consideration of audience and poor delivery	Deficient critical thinking and decision-making skills with little or no evidence of appreciation of major factors and no evidence of how to handle choices and risk; solution implemented without considering alternative options	Poor business awareness and inadequate understanding of organisational culture(s); proposals and business reports may be inaccurate or misleading	Lack of basic understanding and insight into industry/sector is displayed; demonstrates little or no evidence of the knowledge, skills and behaviour required to function effectively within industry/sector	Little or no evidence of fairness, sensitivity and awareness of the needs of others; unwilling to make adjustments or to engage with individual, cultural and societal differences

Appendix 2: Sample Professional Agreement between Student, Client and Tutor

Helen Day (2007)

Tutor Name(s):	Contact details:
Client Name(s):	Contact details:
Student Name(s):	Contact details:
Module/Course title:	
Name of project:	
Date of beginning of project:	Date of completion of project:

1. About the Department/Centre etc.

Ceth offers an exciting new range of modules to English students on traditionally non-vocational courses. The modules specifically target and develop the students' employability and enterprise skills in a number of subject areas. Students are expected to work with employers and 'clients' on projects both on and off campus. The nature of individual projects will be negotiated between students, tutors and the client.

2. Assessment

2.1 Each module has a range of assessments. These may include:

- Producing an output i.e. promotional campaign
- Producing a business report
- Presentation and dialogue with client
- Reflective essay or reflective logs/blogs

2.2 We do not expect you to contribute to the marking process but we will take your comments into consideration. If you wish to have more input please discuss this with us as soon as possible.

3. Projects

3.1 We run modules at Level 2 and Level 3 and each of these will have appropriate learning outcomes. These will be given to you in the form of a Module Descriptor.

3.2 We run modules either in one semester (12 weeks) or over the year (24 weeks); both are worth the same credit so students taking the module as year-long will usually meet every other week. We will give you a Schedule and Term dates.

3.3 During the main project phase you may need to spend more time with the students. In the consultation and reflection phases, you will be expected to meet with them less. You should negotiate the length and frequency of meeting times at the beginning of the project.

4. Examples of projects

5. What to expect from working with our students

5.1 Students will be supported on campus and via e-mail by an individual named tutor and additional mentors from ceth.

5.2 Students will be expected to negotiate a learning agreement with the client that specifies the project brief and the desired outcomes and outputs. This will include a list of personal and professional goals, targets and dates that need to be met and resources needed to complete the project.

5.3 Students are required to be professional in all their dealings with the tutor and client, including keeping appointments and deadlines, keeping in regular contact, being polite in e-mails, on the telephone and in person and so on.

5.4 Students will be made aware of health and safety and other issues involved in working outside their own university context.

5.5 Students will make the client aware of their assignment deadlines and availability for the final presentation.

6. What students can expect from working with clients

- 6.1 We expect clients to treat our students in a professional manner as temporary members of their team carrying out specific projects.
- 6.2 We ask that clients chose the project carefully, in close collaboration with the tutor, to ensure that clients understand the risks and problems involved in dealing with (largely) inexperienced students. We ask that clients build in contingency plans.
- 6.3 As these modules are designed specifically as learning experiences we anticipate that sometimes students will make mistakes and projects may not be as successful as clients may have wished. Should this happen we hope clients will help students identify what went wrong and what they can learn from the experience.
- 6.4 If clients feel that our students are not performing well, we ask that they make the students aware of this in a constructive manner and let the tutor know as soon as possible.
- 6.5 In most cases the students will be required to present their findings, recommendations and learning to the client. This may be in the form of a business report and presentation followed by a dialogue with the client. We expect clients to negotiate an appropriate date and time to come onto campus to participate in the presentation and dialogue.
- 6.6 We ask that clients make students aware of any health and safety issues that may arise from their working environment.

Students' Personal and Professional Goals

Specific Targets and Dates

Resources Required:

Signature of Student:

Signature of Tutor:

Signature of Client:

Appendix 3: Sample Contract for the IPR and Income of Student Work

(Thanks to ELSIE: English Language Studies Initiative for Employability staff at the University of Central Lancashire for sharing their contract)

Contract for submission of work

This Agreement dated [Month/Day/Year] is made between and among:

- (1) [Insert your name]
of [insert address]
- (2) University of – , Address

Definitions

1. 'Objects' means any materials including text, multi media, graphics, etc, created on behalf of the ELSIE projects, that are primarily intended (whether by the Institution or by some third party) to be used in an open access forum.
2. 'IPR' (Intellectual Property Rights) means patents, trademarks, trade names, design rights, copyright, confidential information, rights in know-how and other intellectual property rights, in each case whether registered or unregistered and including applications for the grant of any of the foregoing and all rights or forms of protection having equivalent or similar effect to any of the foregoing which shall subsist anywhere in the world.
3. 'Student' means any person registered as an undergraduate or postgraduate student of the Institution or following any course as if such a student.

Title to rights

4. The student hereby assigns all IPR in the objects originated by the student to the Institution. The student wherever requested to do so by the Institution, should (at the expense of the latter) execute any and all applications, assignments or other instruments which the Institution deems necessary to give effect hereto.

Exploitation and income

5. The Institution is free to exploit (whether for financial gain or not) objects as it sees fit, including licensing or assigning the IPR in the objects to third parties, or merging said objects with other materials created within the Institution or elsewhere.
6. Should the objects prove to be profitable, the Institution agrees that it shall enter into good faith negotiations with the student regarding possible rewards.

Credits

7. The Institution agrees to credit the student for any significant contribution to the objects. The Institution shall comply with any request by the student in writing that his/her name be removed from the object where such request is on the grounds that the whole or parts of the objects are out of date or changed in a manner that might damage his/her reputation.
8. The Institution may update or in any other way amend the objects to suit its requirements. The Institution agrees to consult the student over any significant amendments without any obligation to be bound by the same in deciding on the final form or content of such amendments.

Permitted uses

9. The Institution grants to the student a royalty-free non-exclusive licence to use the objects created by the student or jointly with others for non-commercial teaching or research purposes only for the duration of the student's period of registration or course of study at the Institution, at the conclusion of which this agreement shall be treated as having terminated. Such licence may continue after the termination of this agreement provided that the use of the objects does not damage the exploitation of the materials by [the institution] or prejudice in any way the interests of the Institution.
10. The student is allowed to make and retain a single copy of the objects for his/her use for non-commercial teaching or research purposes, for the purpose of supporting his/her c.v., or for any other job application purpose after the termination of this agreement.
11. Nothing herein shall grant to the student any right or licence to copy or use any versions of the objects updated or in any way amended by the Institution after termination of this agreement.

Prohibited uses

12. The student is not permitted to assign or enter into any licence for the exploitation of the objects. In the event that the student becomes aware of any third party wishing to exploit the objects such third party shall be advised by the student to contact the Institution as the owner of the IPR in the objects.

Termination

13. Save as provided herein, all rights and obligations under this agreement shall continue to be in force after the termination of this agreement in respect of all IPR in the objects originated by the student during this agreement and shall be binding on his/her representatives.

Dispute settlement

14. Any dispute between the parties arising out of or in connection with this agreement, except as otherwise provided in this agreement, shall be referred to the arbitration of a single arbitrator appointed by agreement between the parties or, failing agreement between the parties within thirty (30) days after a request for a reference is made by either party, [e.g.] nominated on the application of either party by the chairman for the time being of the Bar Council [but see also definition of 'arbitration' in Annex A of this report].

By signing below you agree to the above terms

Student Name (please print):

Signature:

Date:

Email:

Project Manager (Print name):

Signature:

Date:

The details provided in this section will be used to credit your work. Please complete the sections as you wish them to appear.

Name:.

Full Course title:

Year (i.e. 3rd year):

Age:

Appendix 4: Marking Reflection

Framework for Feedback and Marking Criteria

1. Critical regard for evidence

Descriptive writing and communication: accuracy of events and experiences plus fluency and creative use of language

2. Reflection on a range of experience communicated effectively

Reflection on events, self, task and subject matter

- Reflection focused on events or incidents
- Reflection on personal experience and that of others
- Reflection on the manner of reflection and the nature of knowing
- Action planning for future similar incidents

3. Chaining of events and levels of interpretation (including looking from the 'inside out' and 'outside in')

Understanding through interpretation of events and experiences (involves standing back, ability to see events from another point of view)

- One event/one perspective
- One event/multiple perspectives
- Several events/multiple perspectives
- Chaining of events/perspectives
- Responding to peer review

4. Locating personal biography in social/historical/economic/political structures

Critical Reflection: linking perspectives to historical, social and cultural processes and events as well as to theories and ideas about learning

- Effective links between practice and theory and personal development
- Locating analysis in wider context
- Consideration of moral / ethical issues

5. Thoroughness of analysis and development of themes

Processes including organisation and use of visuals

- painstaking analysis
- complexity and questioning
- talking about feelings
- creative format and themes

6. Impact of reflection on learning and change

Outcomes:

- Self confirming
- Practical learning
- Self-evaluation
- Resolution – coming to terms
- Transformation

Helen Day (2006), based on Shiel and Jones' (2003) work on assessing learning journals

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Appendix 5: Language-Literature Card Sort

Language-Literature Card Sort adapted for Third Year Language and Literature Students

Heading Cards

<p>Language-Literature Card Sort</p> <p>Strongly Agree</p> <p>Helen Day</p>	<p>Language-Literature Card Sort</p> <p>Agree</p> <p>Helen Day</p>
<p>Language-Literature Card Sort</p> <p>Neither Agree nor Disagree</p> <p>Helen Day</p>	<p>Language-Literature Card Sort</p> <p>Disagree</p> <p>Helen Day</p>
<p>Language-Literature Card Sort</p> <p>Strongly Disagree</p> <p>Helen Day</p>	

Section A: The Employability of Language and Literature Students (Cards 1-22)

<p>Language-Literature Card Sort</p> <p>A Language and Literature Degree has made me a more tolerant person</p> <p>Helen Day 1</p>	<p>Language-Literature Card Sort</p> <p>I chose a Language and Literature degree because I wanted to teach</p> <p>Helen Day 2</p>
<p>Language-Literature Card Sort</p> <p>I chose a Language and Literature degree as I thought it would give me lots of options</p> <p>Helen Day 3</p>	<p>Language-Literature Card Sort</p> <p>I wish I had done a single honours degree in Language or Literature</p> <p>Helen Day 4</p>
<p>Language-Literature Card Sort</p> <p>It is better to get a good Language and Literature degree than to have lots of extra-curricular experience</p> <p>Helen Day 5</p>	<p>Language-Literature Card Sort</p> <p>It is better to join an English-related society (Drama, CW etc.) than something new but unrelated to my degree</p> <p>Helen Day 6</p>
<p>Language-Literature Card Sort</p> <p>It is better to spend time on Language and Literature assignments rather than getting involved in additional schemes</p> <p>Helen Day 7</p>	<p>Language-Literature Card Sort</p> <p>It is a good idea to chose the modules that you think will give you the highest marks rather than modules with challenging assignments</p> <p>Helen Day 8</p>

<p>Language-Literature Card Sort</p> <p>I have chosen modules that look fun rather than those that might have long term benefits for my career</p> <p>Helen Day 9</p>	<p>Language-Literature Card Sort</p> <p>Employers are more concerned about generic skills and work experience than subject skills</p> <p>Helen Day 10</p>
<p>Language-Literature Card Sort</p> <p>An employer would not be interested in my knowledge and understanding of literary texts</p> <p>Helen Day 11</p>	<p>Language-Literature Card Sort</p> <p>A B.A. in English Language and Literature is a non-vocational degree</p> <p>Helen Day 12</p>
<p>Language-Literature Card Sort</p> <p>I am not sure employers understand the value of a Language and Literature degree</p> <p>Helen Day 13</p>	<p>Language-Literature Card Sort</p> <p>There are more Careers open to a Language and Literature student than one who has studied only Language or Literature</p> <p>Helen Day 14</p>
<p>Language-Literature Card Sort</p> <p>A Language and Literature degree is good preparation for a job in the Creative and Cultural Industries</p> <p>Helen Day 15</p>	<p>Language-Literature Card Sort</p> <p>Further study is the best way that I can continue to develop my Language and Literature knowledge and skills</p> <p>Helen Day 16</p>
<p>Language-Literature Card Sort</p> <p>I believe I can confidently explain the value of my Language and Literature degree to an employer</p> <p>Helen Day 17</p>	<p>Language-Literature Card Sort</p> <p>The best job for Language and Literature students is one where they can use and explore the Language and Literature skills gained during their studies</p> <p>Helen Day 18</p>
<p>Language-Literature Card Sort</p> <p>There are some jobs for which a Language and Literature degree would be completely useless</p> <p>Helen Day 19</p>	<p>Language-Literature Card Sort</p> <p>I can name 10 jobs that a Language and Literature student would be good at ...</p> <p>Helen Day 20</p>
<p>Language-Literature Card Sort</p> <p>I use a number of Language and Literature skills in my summer or term-time job</p> <p>Helen Day 21</p>	<p>Language-Literature Card Sort</p> <p>There are no interesting jobs that use my Language and Literature skills</p> <p>Helen Day 22</p>

Section B: The Relationship between Subject Skills and Transferable Skills (Cards 23-44)

<p>Language-Literature Card Sort</p> <p>Studying Literature has not helped me develop business skills</p> <p>Helen Day 23</p>	<p>Language-Literature Card Sort</p> <p>My degree has given me experience writing for different audiences</p> <p>Helen Day 24</p>
<p>Language-Literature Card Sort</p> <p>The Language and Linguistic skills I have developed will be useful for my dissertation regardless of the topic I choose</p> <p>Helen Day 25</p>	<p>Language-Literature Card Sort</p> <p>It is just as useful to be able to communicate effectively as to have good ideas</p> <p>Helen Day 26</p>
<p>Language-Literature Card Sort</p> <p>I am aware that I have the power to affect people through my use of language</p> <p>Helen Day 27</p>	<p>Language-Literature Card Sort</p> <p>Understanding who the intended audience of a piece of writing is will be extremely useful in any job</p> <p>Helen Day 28</p>
<p>Language-Literature Card Sort</p> <p>I have developed more IT skills in Linguistics than in Literature</p> <p>Helen Day 29</p>	<p>Language-Literature Card Sort</p> <p>A good working knowledge of English grammar is essential for any job</p> <p>Helen Day 30</p>
<p>Language-Literature Card Sort</p> <p>A Linguistics and Literature student is required to use critical reasoning skills throughout their degree</p> <p>Helen Day 31</p>	<p>Language-Literature Card Sort</p> <p>I have developed more research skills in Literature than in Linguistics</p> <p>Helen Day 32</p>
<p>Language-Literature Card Sort</p> <p>There is more problem-solving involved in Language and Linguistics than in Literature</p> <p>Helen Day 33</p>	<p>Language-Literature Card Sort</p> <p>A Language and Literature degree has made me a well-rounded person</p> <p>Helen Day 34</p>
<p>Language-Literature Card Sort</p> <p>Learning to negotiate is part of a Language and Literature programme</p> <p>Helen Day 35</p>	<p>Language-Literature Card Sort</p> <p>Studying Language and Literature has made me better at delivering presentations</p> <p>Helen Day 36</p>
<p>Language-Literature Card Sort</p> <p>Linguistic and Literary terminology is only useful within an academic context</p> <p>Helen Day 37</p>	<p>Language-Literature Card Sort</p> <p>Politicians would find a graduate well-qualified in Corpus Linguistics extremely useful</p> <p>Helen Day 38</p>

<p>Language-Literature Card Sort</p> <p>People who prefer Linguistics to Literature are more pragmatic</p> <p>Helen Day 39</p>	<p>Language-Literature Card Sort</p> <p>Understanding how language functions is useful when entering unknown social situations</p> <p>Helen Day 40</p>
<p>Language-Literature Card Sort</p> <p>Numeracy skills are unnecessary for the study of Literature</p> <p>Helen Day 41</p>	<p>Language-Literature Card Sort</p> <p>Understanding reader-response theory will help me be a better team member</p> <p>Helen Day 42</p>
<p>Language-Literature Card Sort</p> <p>Studying Language and Literature has made me more sensitive to issues of race and gender</p> <p>Helen Day 43</p>	<p>Language-Literature Card Sort</p> <p>Most people think that studying Literature is more pleasurable than useful</p> <p>Helen Day 44</p>

Section C: Language and Literature as Academic Subjects (Cards 45-89)

<p>Language-Literature Card Sort</p> <p>The Language and Literature programme has offered me a good set of choices</p> <p>Helen Day 45</p>	<p>Language-Literature Card Sort</p> <p>Work-Related Learning is more useful than writing traditional essays</p> <p>Helen Day 46</p>
<p>Language-Literature Card Sort</p> <p>I prefer practice-based workshops to open discussions</p> <p>Helen Day 47</p>	<p>Language-Literature Card Sort</p> <p>It is my responsibility to make links between Language and Literature modules</p> <p>Helen Day 48</p>
<p>Language-Literature Card Sort</p> <p>On my Language and Literature programme I have covered a range of authors and texts from different periods</p> <p>Helen Day 49</p>	<p>Language-Literature Card Sort</p> <p>The Language and Literature programme does not offer me enough space to compare Linguistics and Literary methods and approaches</p> <p>Helen Day 50</p>
<p>Language-Literature Card Sort</p> <p>I do not use Linguistic terms in my Literature essays</p> <p>Helen Day 51</p>	<p>Language-Literature Card Sort</p> <p>There is a good reason that there are more lectures in Literature than in Linguistics</p> <p>Helen Day 52</p>
<p>Language-Literature Card Sort</p> <p>It would be really difficult to do a joint Language and Literature dissertation</p> <p>Helen Day 53</p>	<p>Language-Literature Card Sort</p> <p>Language and Literature is best taught by specialists in either Language or Literature</p> <p>Helen Day 54</p>

Language-Literature Card Sort English Language and Literature complement one another Helen Day 55	Language-Literature Card Sort I write essays for my tutors not for myself Helen Day 56
Language-Literature Card Sort In general, Linguistics lecturers are different from Literature lecturers Helen Day 57	Language-Literature Card Sort It is unreasonable to expect Literature lecturers to understand and refer to Linguistics and vice versa Helen Day 58
Language-Literature Card Sort Linguistics uses a much greater variety of methods than Literature Helen Day 59	Language-Literature Card Sort There is a good reason why students are told not to use the first person ('I') in their essays Helen Day 60
Language-Literature Card Sort It makes sense to test Literary knowledge through writing essays Helen Day 61	Language-Literature Card Sort Literature and Linguistics share similar theories Helen Day 62
Language-Literature Card Sort It is more important to know when a text was written than who it was written by Helen Day 63	Language-Literature Card Sort I am familiar with the Subject Benchmarks for English Helen Day 64
Language-Literature Card Sort It is easy to identify the approach of critics Helen Day 65	Language-Literature Card Sort Literature no longer has a social mission Helen Day 66
Language-Literature Card Sort It does not matter which Literary Theory I apply to a Literary text Helen Day 67	Language-Literature Card Sort Studying Literature has made me a better reader than studying Language Helen Day 68
Language-Literature Card Sort Literature is a far more reflective subject than Linguistics Helen Day 69	Language-Literature Card Sort There is no such thing as bad Literature only 'Literature' and 'Non-Literature' Helen Day 70
Language-Literature Card Sort 'There is no such thing as a wrong answer' is an acceptable statement when studying Literature Helen Day 71	Language-Literature Card Sort It is impossible to apply a purely Language or purely Literature approach to a poem Helen Day 72

<p>Language-Literature Card Sort</p> <p>There is no such thing as Literary 'data'</p> <p>Helen Day 73</p>	<p>Language-Literature Card Sort</p> <p>It is more acceptable to use humour or irony in a presentation than in a written assignment</p> <p>Helen Day 74</p>
<p>Language-Literature Card Sort</p> <p>Linguistic analysis is more useful to Literature than Literary analysis is to Linguistics</p> <p>Helen Day 75</p>	<p>Language-Literature Card Sort</p> <p>When I read a text I immediately know which theory or approach to use to best understand it</p> <p>Helen Day 76</p>
<p>Language-Literature Card Sort</p> <p>There is no such thing as correct grammar</p> <p>Helen Day 77</p>	<p>Language-Literature Card Sort</p> <p>It is more useful to know about the historical context of a text than who wrote it</p> <p>Helen Day 78</p>
<p>Language-Literature Card Sort</p> <p>You need a better memory to study Language than to study Literature</p> <p>Helen Day 79</p>	<p>Language-Literature Card Sort</p> <p>Metaphor is treated differently in Language and in Literature</p> <p>Helen Day 80</p>
<p>Language-Literature Card Sort</p> <p>Close reading is a more useful skill than understanding and applying Literary theory</p> <p>Helen Day 81</p>	<p>Language-Literature Card Sort</p> <p>Language and Literature are equally creative</p> <p>Helen Day 82</p>
<p>Language-Literature Card Sort</p> <p>You can not fully understand a poem until you have completed a stylistic analysis</p> <p>Helen Day 83</p>	<p>Language-Literature Card Sort</p> <p>There is no real difference between plagiarism and intertextuality</p> <p>Helen Day 84</p>
<p>Language-Literature Card Sort</p> <p>Structuralism is a 'threshold concept' for both Literature and Linguistics</p> <p>Helen Day 85</p>	<p>Language-Literature Card Sort</p> <p>How a text means is more important than <i>what</i> a text means</p> <p>Helen Day 86</p>
<p>Language-Literature Card Sort</p> <p>Literature is inherently multidisciplinary</p> <p>Helen Day 87</p>	<p>Language-Literature Card Sort</p> <p>Literature is artistic and Linguistics is scientific</p> <p>Helen Day 88</p>
<p>Language-Literature Card Sort</p> <p>There is no real difference between 'academic' English and everyday English</p> <p>Helen Day 89</p>	<p>Language-Literature Card Sort</p> <p>Think of your own statement for others to discuss ...</p> <p>Helen Day 90</p>

Language and Literature Card Sort Activity Sheet

This card sort is designed to help you think about:

- The Employability of Language and Literature Students (Section A, cards 1-22)
- The Relationship between Subject Skills and Transferable Skills (Section B, Cards 23-44)
- Language and Literature as Academic Subjects (Section C, Cards 45-89)

Instructions

1. Get into groups of about 3.
2. Place the value cards on the desk in order:
(Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree)
3. Now go through Section A, placing each card under the heading you most agree with. If you disagree as a group about which heading to place the card under, make a note of this. Try to go with your gut instinct and go through the cards quite quickly. Put aside any you do not understand and ask the tutors when they come to your group.
4. Now choose 3 cards that you think will be good to discuss and debate amongst your group. Discuss why you think the card belongs under that heading.
5. On the handout provided make a note of these three cards (number of card and statement on it), tick the heading you decided on, and write a summary of your arguments. You may want to nominate one group member to make notes while you talk.
6. Pick the one card from Section A that generated the best discussions to share with the whole seminar group when asked to do so by your tutor.
7. Now do the same with Section B, and then Section C.
8. Discuss as a seminar group how you can use the knowledge and ideas you have generated in your individual groups.

Language and Literature Card Sort Results

Card Number	Statement on Card	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Reasons for choosing heading and summary of discussion	Worth discussing with seminar group?
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SECTION A

SECTION B

SECTION C

Appendix 6: Example of Application of the RUFDATA Evaluation Model

The RUFDATA model devised by Murray Saunders is a particularly useful tool for evaluating large projects. It allows staff and students to reflect on their reasons for evaluation, the uses and foci, the data and evidence, and the audience and timing of evaluative activities.

Taking a ceth Live Project, 'Managing an Arts Event' (skinny 20 credit module across 2 semesters) as an example:

What are our Reasons and Purposes for evaluation?

Student:

- To ensure we have met the learning outcomes of the modules
- To allow us to respond to stakeholder needs where appropriate
- To manage change and influence the direction of the project
- To address unexpected outcomes

Staff:

- To develop, understand, improve and learn from new practices, behaviours and experiences
- To establish a baseline for Arts Events from which to measure future events and for research and development
- To continue to measure the impact of the event after the module has ended (e.g. in terms of contacts, future projects etc.)

What will be the Uses of our evaluation?

Student:

- To support the assessment process
- To provide evidence for PDP and for CVs and interviews
- To identify problems as they arise

Staff:

- To learn from, identify and share good practice
- To modify the module if required
- To enhance the quality of the student experience
- To develop staff involved and provide evidence for CPD
- To advertise the Centre's work to senior management and other stakeholders and provide evidence for meeting specific university strategies
- To identify problems and areas for further development

What will be the Foci for our evaluations?

Student:

- Personal and Professional Development and Employability
- Experience and Engagement of stakeholders in event

Staff:

- Engagement of students in activities
- Staff Development and CPD
- Changes in teaching, learning and assessment practice

What will be the Data and Evidence for our evaluations?

Student:

- Number and type of participants in event and audience
- Income generation
- Formative Reflective journals or logs and summative reflective statements

- Assessment grades and feedback comments
- Observational or more formally collected feedback e.g. questionnaire, podcasts etc.

Staff: (in addition to student data and evidence)

- Baseline data on student engagement and understanding of Arts Events and the skills and knowledge required to run one
- Classroom and online activities and activities outside the classroom including student assignments, grades and reflections
- Quality Enhancement procedures such as Module Evaluation Questionnaires, Staff-Student Liaison Meetings, External Examiner comments etc.
- Personal reflections and /or publications such as case study for website, conference papers etc.
- Profile-raising plus evidence and success of the project's appearance in bids, university strategies and publicity, conference presentations, Open Days, Schools Liaison Events etc.
- Research-informed Teaching

Who will be the Audience for our evaluations?

Student:

- Tutor and external examiner (assignments)
- The Department
- Parents/Guardians
- Prospective Employers

Staff:

- Course team, Department Head, Dean etc.
- Other stakeholders and potential stakeholders involved in project

What will be the Timing for our evaluations?

Student:

- At the beginning of the module
- At interim periods
- At the end of the project
- Numerical data and feedback collected at time of event

Staff:

- Before the module
- During the module on a weekly basis
- At the end of the project
- Immediately after and six months after the module

Who should be the Agency conducting the evaluations?

Student:

- All students to evaluate their performance and that of their tasks and activities
- An evaluator will be chosen, possibly the project manager, to evaluate the entire project

Staff:

- Staff member to evaluate
- Peer evaluation of teaching practice
- 'Steering group' consisting of employers, community members, other staff etc. involved

RUFDATA: A Paper by Murray Saunders can be downloaded at www.lancs.ac.uk/fss/centres/cset/eval-blank/docs/rufdata.doc

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