Enhancing practice

Employability

Working together: enhancing students' employability
(Partnerships between institutions and students)
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Preface

The approach to quality and standards in Scotland is enhancement-led and learner-centred. It has been developed through a partnership of the Scottish Funding Council (SFC), Universities Scotland, the National Union of Students in Scotland (NUS Scotland) and the Quality Assurance Agency for Higher Education (QAA) Scotland. The enhancement themes are a key element of a five part framework which has been designed to provide an integrated approach to quality assurance and enhancement, supporting learners and staff at all levels in enhancing higher education in Scotland drawing on developing, innovative practice within the UK and internationally.

The five elements of the framework are:

- a comprehensive programme of subject level reviews undertaken by the higher education institutions themselves; guidance on internal reviews is published by SFC (www.sfc.ac.uk)

- enhancement-led institutional review (ELIR) run by QAA Scotland (www.qaa.ac.uk/reviews/ELIR)

- improved forms of public information about quality; guidance on the information to be published by higher education institutions is provided by SFC (www.sfc.ac.uk)

- a greater voice for students in institutional quality systems, supported by a national development service - student participation in quality scotland (sparqs) (www.sparqs.org.uk)

- a national programme of enhancement themes aimed at developing and sharing good practice to enhance the student learning experience, which are facilitated by QAA Scotland (www.enhancementthemes.ac.uk).

The topics for the themes are identified through consultation with the sector and implemented by steering committees whose members are drawn from the sector and the student body. The steering committees have the task of developing a programme of development activities, which draw upon national and international good practice. Publications emerging from each theme are intended to provide important reference points for higher education institutions in the ongoing strategic enhancement of their teaching and learning provision. Full details of each theme, its Steering Committee, the range of research and development activities, and the outcomes are published on the enhancement themes website (www.enhancementthemes.ac.uk).

To further support the implementation and embedding of a quality enhancement culture within the sector, including taking forward the outcomes of the various enhancement themes, a new overarching committee has been established, chaired by Professor Kenneth Miller (Vice-Principal, University of Strathclyde). It has the important dual role of keeping the five-year rolling plan of enhancement themes under review and ensuring that the themes are taken forward in ways that can best support institutional enhancement strategies. We very much hope that the new committee, working with the individual topic-based themes' steering committees, will provide a powerful vehicle for the progression of the enhancement-led approach to quality and standards in Scottish higher education.

Norman Sharp
Director, QAA Scotland

Executive summary

This document, commissioned by the steering group for the enhancement theme of Employability, attempts to give a flavour of the activities run by institutions and their students' associations that, in addition to providing recreation or service, enhance participating students' employability. Where possible, examples have been chosen that make this link between the activity and employability explicit and are frequently supported with training, recognition or forms of mentoring. Examples from beyond the United Kingdom (UK) have also been included, where relevant, to give some indications of where practitioners may wish to develop and expand practice in the future.

The examples are grouped together in five different themes covering:

- the development of sports clubs and societies
- services for student welfare and diversity
- volunteering as a means of enhancing student employability
- entrepreneurship and enterprise and
- issues of recognition.

It is hoped that this approach will help the reader find examples most helpful to supporting their own practice. Within each theme, one example/case study has been explored in greater depth, which can be found at the end of the section.

There is little evaluative evidence from the UK on how co-curricula activities positively affect students' employability, although there is much anecdotal information. This links directly to the lack of research into the effect of the co-curriculum on students within the UK, however, these effects have been researched more thoroughly in the United States (US). Nonetheless, this project confirms that in the UK and abroad many institutions and students' associations - as well as individual students - believe that co-curricula activities do have a significant effect in enhancing the employment prospects of participating students.

Introduction

This report summarises the findings of a three month project commissioned by the steering group for the enhancement theme of Employability which has examined how institutions and their students' associations can enhance their students' employability by working together in partnership and through the co-curriculum.

Examples of interesting practice from across Scotland, the rest of the UK and internationally were gathered between May and July 2005. A total of 15 days were devoted to the project. This short study is not intended to be comprehensive or definitive, and is instead necessarily impressionistic. It does, however, provide an overview of the work that institutions and students' associations are currently doing in partnership to enhance their students' employability and how they are using the co-curriculum to do likewise.

The various projects that have been identified have been grouped together in five different themes.

1   The development of sports clubs and societies.

2   Services for student welfare and diversity.

3   Volunteering as a means of enhancing student employability.

4   Entrepreneurship and enterprise.

5   Issues of recognition.

Apart from some of the examples contained within the last theme, all of the projects discussed in this report concern activities that students opt-in to, ie they form the co-curriculum. At the end of each theme the authors have suggested what interested parties might be able to achieve in the short term (quick wins) and what might be considered more ambitious longer term plans.

It might be asked why the term 'co-curriculum' has been employed throughout this report as opposed to the more common 'extra-curriculum'. The intention behind the use of this term has been to remind readers that during their time in higher education students experience and learn many new things, only some of which are gained through the formal curriculum. From a student-centred perspective, the things learnt and achieved outside the formal curriculum might not only aid an individual's employability but might also mediate the manner in which the formal curriculum is understood. This latter point is particularly important, for instance, in the projects discussed later on business start-ups or linking community groups with students carrying out research projects in their curriculum areas.

It must be remembered that the primary purpose behind co-curricula activities - whether provided by the institution or the students' association - is not generally to enhance the employability of students but to provide a service of some description, eg to the local community in the form of volunteering, entertainment and recreation in the case of sports clubs and societies or support in the case of welfare services. The examples that have been chosen do not therefore claim to be the best of the co-curriculum, but rather they provide opportunities which enhance the employability of those participating in that activity, in addition to that primary service.

Mention should be made of the various networks of practitioners that have been approached in the drawing together of this report: the Research and Welfare Staff (of students' unions) network, the National Association of Student Employment Services, and Student Activities and Development in Action (STADIA). All three of these networks have annual conferences that showcase practice throughout the UK.

Acknowledgements

Thanks must go to a large number of individuals - not least the small steering group that was established to guide the project - who have assisted the project officers by providing examples of practice and provided answers to questions and further materials related to their projects. All remaining errors, mistakes and omissions remain the project officers' fault.

Theme 1: The development of sports clubs and societies

Traditionally, institutions, students and students' associations have seen student involvement in the large number of sports clubs and other societies on campuses as the means by which students can enhance their employability through co-curricula activities. This section examines a number of schemes that attempt to develop students' awareness of the skills they are developing. A sub-section specifically examining involvement in sporting activity and employability emphasises that for a number of individuals at the top of their sport this can frequently develop to be their future career either through competition or coaching.

The development of society and sports club committees

A scheme at the University of the West of England, Bristol, developed jointly by the students' union and the institution, aims to accredit society and sports club committee members. The scheme aims to recognise the work that the whole committee does in the activities that a club or society runs and organises, rather than merely the individual's contribution. The Accreditation of Volunteers In Transferable skills scheme ('Ave It) does not demand any extra work from society or sports club members beyond them informing the students' union of what activities they are organising. Each activity or meeting that a committee member engages in is judged against six transferable skills: interpersonal skills, teamwork, communication, time management, leadership and financial management. At the end of the academic year the students' union and the institution award the different clubs three different types of award, gold, silver and bronze, depending on what types of skills they have developed through their activities.

A different approach to gaining, developing and recognising transferable skills from the activities related to the task of being a committee member of a society or sports club is the creation of an Activity Development Pack developed jointly by the University of Strathclyde Students' Association and Queen Margaret University College Students' Union. The primary aim of the pack is to enable facilitators to use the materials contained within as a resource for society and sports club committee training. The difference between this set of training materials and others produced is that the explicit aim is to facilitate committees' understanding of what a quality service is and how they can deliver that for their members. The pack covers the following areas of society and sports club development:

- vision, mission and values of clubs
- setting aims and objectives
- involving more students
- developing a development plan
- setting standards to measure the club against.

The pack, available for download from the STADIA website, in essence provides an introduction to project management, a useful and valuable transferable skill. In their project report, the pack developers state that the tools they have developed could benefit from being selectively used given the many commitments that students have on their time.

Sports development

In New Zealand, there is a scheme that provides specific career advice to elite athletes. The Athlete Career Education (ACE) programme is an initiative of the New Zealand Academy of Sport. Each of the Academy's three regional offices coordinates advisors in that area. At Auckland University of Technology for instance, there are two careers advisors who are qualified ACE advisors. At Auckland University of Technology, the programme aims to assist elite athletes in combining their study, training and personal development. The advisors work with athletes on a number of issues that may include:

- integrating sport and other life goals

- life skills such as decision-making, goal setting and time management

- employment

- financial budgeting

- relocation

- career

- education

- public speaking and dealing with the media

- retirement

- use and integration of a support network.

While nothing as organised as the ACE programme appears to exist in the UK for aspiring professional athletes attending university, the University of Bristol have established an Advanced Sports Squad. The squad's mission is to assist student athletes in continuing with their sporting careers without compromising their academic progress. Application to join the squad is open to any student who has reached the regional level of competition in major sports. The selection criteria are based upon sporting achievement, ambition and commitment. Each squad member draws up their own individual action plan which helps the squad determine the needs of the individuals. The services available to squad members include:

- a programme of high performance workshops providing information and resources on sports science, sports medicine, lifestyle and motivation

- personal advice in sports psychology, physiological preparation and personal management

- a wide variety of sports medicine services

- free access to the University's sports facilities and classes

- financial support towards training and competition expenses.

Squad members also benefit from group interaction and the support of their peers in the squad, which provides an opportunity to exchange ideas and experiences between athletes of different disciplines.

While the above schemes are for elite athletes, there are also opportunities for those involved in sport at universities who will not be entering sporting careers to develop skills useful in their future careers. Nottingham Trent University Students' Union runs a scheme called Coach Education Opportunities. This scheme provides courses leading to a recognised coaching qualification in a number of sports and, for those wishing to become qualified referees or umpires in some sports, it provides courses. While the different governing bodies for sport have different qualifications, they generally follow a two-stage qualification track. The initial level gives an individual the knowledge and skills needed to deliver a coaching session and usually takes between 10 and 20 hours to complete. The second level is aimed at getting individuals to lead coaching sessions that are effective and develop sporting ability; the courses generally last between 40 and 60 hours. Students who are trained coaches can also enter a scheme run by the Students' Union and supported by the University's Active Communities funding called Coach4Sport, which aims to provide student coaches for community and school sport. In the 2004-05 academic year, 43 student coaches volunteered for the scheme. The scheme also provides an exit point for students who wish to participate in paid or voluntary coaching work in the Nottingham area after they graduate.

Case study - FutureSkills

At the University of Aberdeen, both the Careers and Appointments Service and the Students' Association have, for a number of years, been attempting to find potential ways of accrediting co-curricula activity.

The Careers and Appointments Service has attempted accreditation by running a City and Guilds personal development award. However, for various reasons, the take-up of the course was low among students. The students' association was examining ways in which it would accredit and support the development of members of societies and sports clubs, particularly their committee members. When the two parties discussed their difficulties it was decided to run a competition called FutureSkills.

FutureSkills was set up so as to judge the teams and individuals entering on the objectives that they set for themselves. Entry to the competition provides access to a mentor who can give guidance and provide support for their activity. The competition is judged through a short presentation with questions and answers and, if a team entry, through a stall similar to that found at a Freshers' Fair. In deciding the result of the competition, the judges consider the development of skills over the year the competition has been running. Given this scenario it is unlikely that the winner of the competition will be the entry has that achieved all the objectives set, but rather the entry that has learnt the most from the experience.

The competition ran in a pilot form in 2004-05, for the 2005-06 academic year. There are plans to extend the team event to all Students' Association activities. The Careers and Appointments Service-run individual element will be expanded to include students in voluntary placements and those undertaking part-time work. With these expansions to the scheme, there will be more prizes available and sponsorship has already been secured. In the longer term it is planned to investigate linking the competition to the institution's personal development planning (PDP) scheme and examining the possibility of giving academic credit.

In summary

Quick wins: use of the Queen Margaret University College-University of Strathclyde Activities Pack to develop society and sports clubs officers.

Longer term action: recognition and certification of student officers involved in such activities by working in partnership with other institutions, other students' associations or between the institution and students' association.

Theme 2: Services for student welfare and diversity

While there are many student-run welfare services on campuses, only a handful of services were found that explicitly enhanced the employability of the student participants as one of the core aims of the project. It may be that the project officers have simply overlooked examples, or it may be indicative of the need to concentrate on how students involved in peer-advice schemes, mentoring schemes or information and advice services might be aided to recognise the skills and qualities they are developing.

Many students' associations use student volunteers to provide basic welfare services to other students. One example of local institutions working together is a joint project between the Universities and Students' Unions of Kingston and Surrey to accredit their student welfare volunteers through the award of a certificate in Advice Work Skills. The project was funded by the STADIA project, run by the National Union of Students, and aimed to:

- recruit 10 volunteers at each institution

- establish a comprehensive skills development programme (covering equal opportunities, confidentiality, customer care, communication skills, time management, stress management and teamwork)

- accredit the volunteers' development and

- produce a model of accreditation that other unions can utilise.

The aim behind the accreditation was to help student volunteers demonstrate to future employers that they had developed a wide range of transferable skills. Given that two universities were part of the awarding bodies that were issuing the certificate, it was essential that the universities were confident that the training and subsequent development of the volunteers was of a high standard and quality. As such, a set of assessment criteria was produced, roughly matching the level of an NVQ module, against which the volunteers were assessed. The methods of assessment used included a portfolio (available for download from the STADIA website), observations, a mystery client, a 1,000-word report, a presentation and attendance records. On the reverse of the certificate was a list of the nine transferable skills and the level achieved in each that had been attained by the student volunteer.

Significant use of student volunteers in delivering welfare services is quite limited in UK universities (for one exception see the case study on Support Network Volunteers at the University of St Andrews). This situation contrasts with practice at US institutions where the concept of peer educators is well developed. Students are trained to provide educational and outreach programmes and they act as a resource, referral agent, educator and role model for other students. At New York University (NYU) peer educators must be full-time students of good academic standing. At NYU, for instance, students have a plethora of peer educators' specialisms to choose from:

- career development

- race and ethnicity

- gender and sexuality

- sexual health

- healthy eating and stress
- alcohol and other drugs
- sexual assault prevention
- Peers in Residence.

The aim of peer education at NYU is threefold.

1   It is to provide important services, programmes, information and resources that empower students with a greater understanding of self and their institution.

2   It is to develop trustful, non-judgemental relationships with other students in order to support students in reducing risk in their behavioural choices.

3   It is to measure the mood and tone of the NYU student community and identify themes to inform outreach and education efforts.

Peers in Residence are peer educators who live in halls of residence who, in addition to the role as given above, assist Residence Assistants in delivering awareness programmes in halls of residence. Peer educators are expected to attend a two-day training session at Easter and a week-long training session in August before they commence their duties at the start of the academic year. The opportunity to become a peer educator comes with the benefit of gaining work experience and extensive skills development in leadership training, public speaking training, personal and professional growth, teamwork and presentation skills.

In the US higher education system, the halls of residence frequently provide a key element within the educational experience of undergraduate students, and are deliberatively designed to do so. As a good example of the type of leadership opportunities that a university halls of residence can provide, the San José State University lists several areas where students can volunteer, take on positions of responsibility and develop their personal and professional qualities:

- multicultural programming
- leadership retreat
- resident advisors
- student judicial review board.

The STAR Peer Tutoring Programme run by Murdoch University was the first peer tutoring programme between a higher education institution and schools. Originally the programme was aimed at stopping the drift away from science and mathematics as subjects of study at university by school leavers. From its establishment, the programme has had a strong emphasis on not merely raising the attainment of school leavers but also enhancing the employability of those that mentored the school pupils. Once tutors have completed their period of service they receive a university-authorised document that gives details of the tutoring assignment and the specific skills

that have been developed and used and which in turn can be used as evidence to prospective employers. According to the evaluation of the programme, peer tutors 'reported positive outcomes for themselves from involvement in STAR, including increased self-confidence and greater clarity in their thinking about future career possibilities'. The Annual Report from 2003 also makes the observation that there continues to be a 'trend in peer tutors pursuing teaching qualifications following their experience in STAR'[1]. The programme works particularly with underrepresented groups within higher education. Since then the scheme has been extended to cover other subjects.

As those attending higher education increasingly represent a broader and more diverse range of groups from society, it is necessary to consider the employability of students from diverse backgrounds. One of the most simple devices for attempting to ensure that careers information is available to a diverse range of students is the Victoria University of Technology's web page of diversity career information resources, which contains links to appropriate sites for the seven following different groups:

● indigenous students

● women

● disability

● gay, lesbian, bisexual, transgendered and intersex

● mature age

● cultural and

● postgraduate.

A similar basic information service is provided by the Oxford University Students' Union's *Careers for Queers Handbook*, which provides a list of major graduate recruiters and by means of a series of profiles, examines their equal opportunities policies and practices.

In South Africa, there is a particular need to address the low numbers of women in leadership positions. Through funding from the Telkom Fund, the Cape Peninsula University of Technology and the University of Stellenbosch developed a leadership programme specifically for potential women leaders. The programme was developed and delivered by psychologists and student affairs practitioners at these two institutions although 20 women students from each of the five institutions in the Western Cape area took part in the programme. The overall aim of the programme is to promote social change to allow women to enter positions of leadership within South African society. It had been noted that previous training for women did not place sufficient emphasis on the need to empower women to compete with male colleagues. The programme focused on leadership, self-knowledge, self-development, legal issues and organisational culture. At the end of the course there was a ceremony at which participants were given certificates. Cape Peninsula University of Technology is now looking at ways it can use the new South African National Qualification Framework to grow and develop the project further in future years.

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[1] Both quotes are taken from the STAR *Peer Tutoring Programme Annual Report 2003*.

Another project delivered in partnership between institutions aimed at tackling issues of employability and diversity generally within higher education is the Impact project, which has six delivery partners (the Universities of Bradford, Huddersfield, Leeds and Sheffield, Leeds Metropolitan University and Sheffield Hallam University). The project looks specifically at providing a series of services to aid the employability of black and minority ethnic students as well as young people whose families have no experience of higher education or accessing the graduate job market. The programme is aimed at enhancing the employment skills and opportunities that such students have. Participants can choose, or are guided, to take part in a number of activities, such as:

- specialist advice and confidential one-to-one support on job-search strategies

- workshops on job hunting issues such as CV/letter writing, competency-based applications, interview techniques, aptitude test practice and preparation and assessment centres

- a mentoring scheme, whereby students are matched to appropriate employers

- mock interviews

- access to and assistance with obtaining work experience, work shadowing and industrial/summer work placements

- competency based workshops on various skills such as team building, networking, presentations and negotiating

- student support groups and personal development activities.

The Impact project website contains a number of case studies of students from each of the six partners about the effects of the scheme.

A mentoring approach to providing students with disabilities career information and advice is at the heart of the Willing and Able Mentoring Program based at Deakin University in Australia. Recognising that students with disabilities can often face particular hurdles finding employment after graduating, the mentoring programme was started by a then PhD student. The Graduate Careers Council of Australia 2001-02 survey found that 39.6 per cent of graduates with a disability had found employment compared with 53.4 per cent of those without a disability. The mentoring programme was launched in 2000 with 12 student participants; by 2004 the scheme had 100 student participants. The mentoring scheme works by linking a student with disabilities to a mentor in the career area that the student wishes to enter. Through the mentoring programme many students have managed to find employment but according to the founder of the scheme the real benefit would appear to be 'demystifying of disability on both sides', with one of the mentors commenting that they had learnt more from the scheme than the student.

Case study - Support Network (Supnet) Volunteers

One of the most radical utilisations of student volunteers to deliver welfare services on behalf of a university is the Supnet scheme at the University of St Andrews.

Around 30-40 students known as Supnetters are active in the scheme at any one time and they are trained extensively both internally and externally for much of their first year at university. Once they have completed their mandatory training they spend the next three years volunteering on average around 10 hours a week to various support projects in the university, ranging from coordinating teams of volunteers at orientation to offering one-to-one support to students or running a self-help group for students with eating disorders.

Many of the students who volunteer as Supnetters are interested in developing a career in one of the caring professions and their work within Supnet allows them to demonstrate prior experience in this area of work.

In order to aid their own personal development, and to enable volunteers to demonstrate their commitment to the project at the end of their time at university, the project has its own PDP scheme. The student volunteers complete this PDP throughout their training and the three years' work with the group. This PDP scheme used to be mandatory but due to pressure of staff time is now voluntary. A staff coordinator assists students in maintaining their profile and ensuring that where weaknesses are identified appropriate support is given to the individual. The completed profile is then used for reference purposes, frequently when students are applying to undertake further professional courses in the care professions, and prospective employers and institutions are offered the chance to read the profile that students have constructed. The volunteers that completed the profile commented that they found the one-on-one session with the staff member particularly rewarding and they felt that they gained considerable confidence. It has been noted that a greater proportion of students applying for further courses were accepted on to them when the PDP scheme was mandatory compared with more recently now that less student volunteers complete the PDP.

In summary

Quick wins: use of workshops, mentors or paper-based personal development planning so that students can identify skills gained from activities.

Longer term action: recognition and certification of students such as the Kingston University and University of Surrey scheme and/or development of the student involvement in peer education/support schemes.

Theme 3: Volunteering as a means of enhancing employability

It is worth noting that much of the volunteering activity conducted through universities and students' associations in England and Northern Ireland is funded by the Higher Education Funding Council for England (HEFCE). HEFCE's aim in this area is to enhance the contribution of higher education to the economy and society. One of the programmes it funds is the Higher Education Active Community Fund (HEACF), the primary aim of which is to encourage greater involvement of students (and staff) in voluntary and community activities. The hope is that not only will relations between institutions and the communities they work in be strengthened, but also that individual students 'should gain new perspectives, enabling students to develop employment skills, and helping to enhance the quality of life in disadvantaged sections of the community'. While it is recognised that Scottish institutions do not have access to anywhere near the same levels of funding as the HEACF provides, the scheme does highlight how volunteering can enhance students' employability.

The HEACF also provides a series of volunteering awards each year and details of winners and their projects are available on a special website. The HEACF awards are primarily aimed at the recognition of volunteering projects that not merely benefit disadvantaged sections of the community but crucially also aid the employability of students. In order to support the work of the various volunteering projects active within institutions, HEFCE have asked the Careers Research and Advisory Centre (CRAC) to compile two publications containing case studies of good practice.

The following case studies from the publications appear particularly relevant to enhancing students' employability.

- One of Volunteering@Salford's project activities is to address skills gaps identified between labour market requirements and the output of the education system. Students completing a volunteering placement as part of the School of English, Sociology, Politics and Contemporary History's Independent Learning Module have also participated in a work experience award run through the Careers Centre.

- Manchester Metropolitan University has developed online learning materials for learners. These materials were developed because the institution felt that the lifetime of the funding was insufficient to develop an accredited course and group training sessions presented practical problems. The materials have been split into three sections:

  1 choosing and preparing for voluntary work

  2 making the most of voluntary work and developing skills

  3 'beyond volunteering' which looks at how to use the experience in CVs, applications forms and interviews.

- Middlesex University has launched a Leadership, Enterprise and Citizenship Award. In order to qualify for the award students need to complete a two day programme of workshops, a minimum of 10 hours voluntary service to the Middlesex University community, a minimum of 35 hours volunteering in local or regional communities and write a short reflective skills report.

There are also other organisations accessible to institutions and students' associations that run networks on a national scale to offer volunteering and employability opportunities to students. Opportunities include Community Service Volunteers, Millennium Volunteers and potentially now in Scotland the new Scottish Executive-sponsored ProjectScotland scheme. Student Volunteering England, and their Scottish counterpart, Student Volunteering Scotland, also provide support to volunteering projects within tertiary education.

Student Volunteering England provides resources and guides for establishing student volunteering groups and established groups to use and develop. Most significantly for this project the organisation has developed a publication entitled *The Art of Crazy Paving*. This publication aims to assist students interested in volunteering to choose a project and reflect upon which skills they are using and developing during their placement. It also provides volunteer students with information about how to make their volunteering stand out further in their applications for graduate jobs. The approach taken by *The Art of Crazy Paving* is similar to that laid out in *The Art of Building Windmills* developed at the Graduate into Employment Unit at the University of Liverpool.

The Scottish counterpart organisation, Student Volunteering Scotland, aims to strategically support student volunteering in higher and further education. As a smaller organisation it has produced less resources, however, it has carried out research into the current volunteering opportunities for students across Scotland, which indicates that there are many opportunities to be exploited[2].

Community Service Volunteers have a number of projects linking higher education with the community, perhaps the most important in terms of future employability of the student volunteers is the Learning Together project, where university students volunteer as tutors in schools to support pupils learning and development.

A number of students' unions link their volunteering service with the Millennium Volunteers project. The benefit of running volunteering opportunities through Millennium Volunteers is that the scheme, run for 16-24 year olds, gives a form of accreditation for volunteering. With 100 hours volunteering, individuals qualify for the Millennium Volunteer Award, and with 200 hours volunteering individuals qualify for an Award of Excellence. The Scottish Executive has just launched a similar scheme, known as ProjectScotland. Through this project young Scots, aged 16 to 25, are able to undertake full-time volunteering and receive both a subsistence allowance and support while doing so. The projects are usually for a minimum of three months for not less than 30 hours a week. It is possible to do up to 12 months volunteering, either in one or a series of placements. ProjectScotland raises the possibility that many students will be able to afford to undertake a volunteering opportunity during their summer holidays. Schemes aimed at providing summer volunteering placements already exist in universities in other countries, eg South Africa.

In the US, there is a strong culture of linking the benefits of volunteering with learning, hence the expression of learning through voluntary service or 'service learning'. The National Service-Learning Clearing House provides a web-based resource for the higher education sector to engage with service

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[2] Christine Reilly and Joanna Odds, *Student Volunteering Scotland: a catalyst for change*, (SVS), 2

learning. The website has resources, model curricula for service learning courses and a section of research findings on the link between the academic curriculum and service learning. Within US institutions service learning can be organised in vastly different ways through:

- centres and/or offices for service-learning, community-service or public service
- centres and/or offices for volunteerism
- service-learning faculty councils, often advisory to a centre or office
- dedicated staff or faculty positions for service learning, often housed within a centre or office.

The website gives a number of different examples about different institutional set-ups and the types of activity they engage in.

Activities involving the tutoring and mentoring of students also provide a focus for skills development and, in particular, employability. Student tutoring schemes often provide opportunities for volunteers to become involved in providing support to potential pre-entry students or students who are in their first year of study. This type of support is usually provided to those entering higher education from non-traditional routes eg those articulating from further education or mature learners. As with many of the examples in this report, the main aim of student tutoring and mentoring is not to enhance students' employability but to provide a welfare or support service. However, most of the institutions that engage in this type of activity organise support for the mentor/tutor - often in the form of personal development or CV building exercises, particularly those involved in the Lothian Equal Access Programme for Schools and the Greater Opportunity of Access and Learning with Schools programme.

An example of development on a professional course being able to develop elements of professional practice through co-curricula is the University of Bristol Law Clinic. The Clinic was founded in 1995 and is currently staffed by around 120 law students, who are organised by a student-led Executive Committee which includes a member of academic staff for support. The Clinic serves to provide advice to individuals who cannot receive advice from other sources. In many cases, this often means giving advice on the legal system and assistance with filling in forms. In some cases it involves accompanying individuals to court to assist them. Student training in client interviewing is compulsory and further talks are offered eg on case handling, legal research, legal aid, procedures, mediation and relevant areas of law such as welfare and housing. Each case is conducted by two students, one of whom is more experienced than the other. Together they spend between 10 and 20 hours researching the legal issues behind each case. These issues are checked with a lawyer before being passed on to the client. Further information on the scheme can be found in an article in the *Journal of the Institute for Volunteering Research.*

Princeton University's Community-Based Learning Initiative

Although Princeton University's Community-Based Learning Initiative supports and promotes staff and student volunteering in general, it has developed a different way of accrediting volunteering from that adopted by some UK-based institutions. One of the aims of the initiative is to bring together students and community organisations so that the student can do a research project useful to the local group, including issues such as healthcare, housing, urban regeneration, immigration or environmental conservation. Over a number of years the staff at the initiative have worked with academic staff from a diverse range of subject disciplines to assist them incorporate a community-based component in their course or provide opportunities to undertake a community-based research paper. The courses include:

- topics in environmental studies, environmental law, community action and moot court
- history and sociology of childhood
- diseases in children: causes, costs, and choices
- introduction to statistical thinking
- theories of psychotherapy
- experimental psychopathology
- urban sociology: the city and social change in the Americas
- seminar in education
- community-building and social change.

Case study - The Science Shop

Working in partnership Queen's University Belfast and the University of Ulster have established a Science Shop.

The Science Shop is aimed at community and volunteer groups who often need specialist skills, the shop then connects these groups with students who might be able to work with them. The project accepts requests for projects for information and research covering a wide range of subjects, including environmental issues, art and design, information technology, community health issues, local history, social policy and legal issues.

The Science Shop cites several reasons for students to get involved in the various projects including:

- 'practical experience that can enhance your future employment prospects

- an opportunity to develop your skills and abilities

- an opportunity to learn new techniques from the group with whom you are working'.

The Science Shop is a joint initiative between the two institutions, with some joint events, for example an annual competition for the best project from each institution. Although each institution runs and operates its Science Shop in a slightly different way. A complete list of projects developed through the scheme can be viewed at www.scienceshop.org and www.scienceshopprojects.com

Projects are open to both undergraduate and postgraduate students although the current balance is roughly 75:25 in favour of undergraduates. Evaluations are carried out at the end of each project with both the students completing the project and those that the project has been delivered to which has generated information on how students have developed over the course of their project. At the University of Ulster students' involvement in the scheme is acknowledged through certificates from the Pro-Vice Chancellor Teaching and Learning given at a special ceremony held in parallel with the graduate ceremonies. In the last academic year, students taking a human geography course were required to undertake a relevant project through the Science Shop as part of their degree. As a result, future plans at the University of Ulster will include the embedding of their projects in other curriculum areas.

It should be noted that the original idea for Science Shops comes from the practice of Dutch universities where they were first developed in the 1960s and have subsequently spread over the rest of Europe. From May 2005, Science Shops are now eligible for support under the EU-funded Training and Mentoring of Science Shops programme. This project is a consortium of 18 organisations from 14 countries, with the UK link being a similar project to the Science Shop in Northern Ireland - Interchange based at the University of Liverpool. The International Science Shop Network's website is designed to increase knowledge of the Science Shop approach internationally and has more information on possible funding, links to other Science Shops throughout Europe and other documentation. The documentation section includes seven lengthy research and guidance publications covering everything needed to establish a Science Shop and one indicating the linkages between the shops and the academic curriculum.

In summary

Quick wins: use of the crazy paving handbook to aid student volunteers identify the skills they are developing as well as identify future directions.

Longer term action: link volunteering or service learning outcomes to curricula outcomes, either through embedding them within the curriculum (Science Shop or at the Princeton University) or with accredited courses.

Theme 4: Entrepreneurship and enterprise

In order to increase students' employability, a number of institutions and their students' associations have developed links with businesses. Most notably in Scotland, such links are facilitated by the Scottish Institute for Enterprise (SIE). SIE is a partnership organisation of 20 Scottish higher education institutions (HEIs), which promotes links with business and entrepreneurship through its series of programmes for students' under the banners of stimulate, educate, facilitate, create, communicate and innovate. Working within each of the Scottish HEIs, under each of these six headings, the SIE undertakes a number of activities suitable to the needs and mission of the individual institution.

- Stimulate: Student Intern Programme; National Student Enterprise Conference, Social Enterprise Challenge.

- Educate: Credit bearing modules; masterclasess; workshops; International Enterprise Summer School.

- Facilitate: Investor seminars; International Scholarship Programme.

- Create: National Business Plan Competition; Student Patent Fund; Business Development for the Visual and Performing Arts.

- Communicate: Ignite Magazine; Newsletter; www.university-technology.com

- Innovate: SIE Case Study Competition; Innovation fund.

In addition to these activities, which are coordinated on a national level, there are some projects devised by individual institutions from the remainder of the UK and some notable examples from overseas.

In their alumni institutions have a valuable source of individuals who can provide their current students with links to business. The Careers Service at Cardiff University has developed an Alumni and Students Careers Forum, a series of electronic message boards and forums primarily based around different career areas.

Most programmes with links to business and run through students' associations or student societies are usually affiliated to a larger organisation. In the case of the 26 International Association of Students in Economics and Business Management (AIESEC) societies, this is organised through a pan-national organisation which has a UK organising office - CRAC. CRAC coordinates the activities of some 30 Student Industrial Societies, which aim to provide student members with access to workshops on career skills. The local societies organise events, which are run by companies that are involved in the scheme nationally, on topics such as teamwork and leadership, negotiation, sales and marketing skills, communication, and problem solving and creativity.

Collaboration between universities exists in the Yorkshire and Humber area on a number of projects co-ordinated through Yorkshire Universities (the association of HEIs in the area). Graduate Startup Information is a joint project between Yorkshire Forward (the Regional Development Agency for the area) and Yorkshire Universities. The project's website provides information on business start-ups through universities in the area as well as a means of promoting the Enterprise Roadshows across the region. The West Yorkshire Graduate Start-Ups is a collaborative project between the University

of Bradford, the University of Leeds, Leeds Metropolitan University and Huddersfield University aimed at promoting a culture of enterprise among graduates. Yorkshire Universities state that this activity is directly related to the region's consistent high ranking in the Higher Education Business and Community Interaction report published by HEFCE, which ranks Yorkshire in the top two regions for graduate start-up businesses. A recent survey suggested that within the four institutions covered by the Graduate Start-Ups scheme:

● four per cent of students are currently engaged in entrepreneurial activity

● 50 per cent will definitely or probably enter self-employment at some stage post graduation

● 44 per cent intend to enter self-employment within five years of graduation

● 23 per cent of students feel they don't have the skills to start up a business

● 39 per cent expect help from the university to start up.[3]

Much of the activity of these four universities is similar, as would be expected from a collaborative project. Broadly speaking, the projects at individual universities provide advice and support for start-up ideas. This is done through one-to-one advice, business planning, commercial mentoring, training and access to professional advice services. They also run a series of seminars, generally in the second semester each year, as well as a number of competitions for proof-of-concept and business plans where various sums of money are available to winners. Business Start-Up @ Leeds Met has developed a CD-ROM for students thinking of starting their own business that includes interactive courses and quizzes as well as an interactive business plan. The unit at Leeds Metropolitan University also runs a series of staff development sessions to encourage academic staff working within the institution to incorporate enterprise into modules or courses. As part of their work, a series of off-the-shelf teaching materials have been developed that can be adapted for individual use. Spark (University of Leeds 4 Graduate Startups) runs a summer school in conjunction with Leeds Metropolitan for students and recent graduates interested in starting their own business. The summer school costs participants a small amount of money to cover all accommodation and training for the week.[4] Spark has also developed a resource for students thinking of starting their own business as a freelance artist and provides advice for those in the visual or performing arts and media. The resource is available on a CD-ROM entitled The Business of Art, available from the University of Leeds. Since its launch in March 2003, Think Business @ Bradford has advised over 100 start-up ideas, of which around half are either already trading or preparing to trade.

Business Start-Up @ Leeds Met, in conjunction with the Leeds Metropolitan University Students' Union, organised a residential two-day training session for 60 student officers representing 35 sports clubs. The training was aimed at getting officers to run their sports clubs as successful businesses. Training ranged from obtaining sponsorship to club development planning. Attendees also had the opportunity to discuss the transferable skills that they were gaining with a career development tutor. This partnership with the students' union is also important to the long term aims of Business Start-Up @ Leeds Met: 'to simply run a series of extra-curricular courses alongside the standard teaching

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[3] Results from the 2003-04 Business *Start-Up @ Leeds Met Entrepreneurial Survey* conducted across the four West Yorkshire Universities on behalf of Yorkshire Forward.

[4] For more information on the pedagogy and content of the summer school see, Amanda Collins and Martyn Robertson, The entrepreneurial summer school as a successful model for teaching enterprise, *Education and Training*, 45:6 (2003).

curriculum would not facilitate a lasting relationship. Running student-centred events like a university business competition and providing a drop-in centre within the Union, however, does'.[5] One of the latest developments is the formation of a student society to provide networking opportunities for those who have taken entrepreneurship modules or courses through Business Start-Up.

The Shell Technology Enterprise Programme (or STEP) operates across the UK linking students with projects in small and medium-sized enterprises (SMEs). In Scotland, the programme receives funding from the Scottish Executive. Generally speaking, the students' projects last for eight weeks during July and August, although some are arranged for a full 12-month period or on a part-time basis during term-time. During their placement students are paid a weekly allowance of £180 and are provided with an induction day before their project commences and they also have an external mentor with whom they meet at least once during their placement. At the end of the placements students have the opportunity to compete in a series of local, regional and then national competitions aimed at finding the UK's most enterprising student. There are no restrictions on the type of project that companies might offer students although STEP does give advice on the suitability of projects. Suggested areas include:

- setting up information technology and/or accountancy systems

- design and implementation of websites

- marketing plans

- setting up of systems, eg Investors in People status and health and safety procedures

- design of company literature

- analysis of production methods

- environmental audits and follow-up work

- design of new product concepts.

The STEP website currently contains video case studies on the winners of each of the regional finals which give an indication of the projects that students conducted. Only students in their penultimate year of study are eligible to apply to the scheme and application is generally made by individual students around the spring of each year. At the current time there are roughly seven applications to every place available through the scheme.

Graduates for Growth is a Scottish-based organisation that promotes graduates working in SMEs. It organises mentoring and other training events for graduates aimed at providing advice on how to go about getting a job in a SME and how to develop a career within such organisations.

Since 1977, the careers service at the University of Wales, Aberystwyth has run a Year in Employment Scheme (YES). The year is taken by students between their second and third year and may be in any career field they wish to gain experience in. It is open to students studying any

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[5] Maryln Robertson and Amanda Collins, Developing entrepreneurship: West Yorkshire universities' partnership and Business Start-up @ Leeds Met, *The Yorkshire and Humber Regional Renew*, Summer 2003.

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subject. Permission must be granted by the student's head of department before they can apply and, generally speaking, the placement is not accredited by the institution. The placement may be taken within the UK or abroad. Full details of how to apply and the details of the placements available are listed on the YES website. The aims of the scheme are to gain work experience and, crucially, to learn new technical and personal skills in order to secure postgraduate study or a graduate job. The scheme also allows students to have a break from academia and come back to their final year refreshed.

Case study - Future University of Surrey Entrepreneurs (FUSE) programme

Student industrial societies generally tend to have the backing of a larger national organisation behind them; however, one programme that a students' union runs itself is at the University of Surrey. The FUSE programme (Future University of Surrey Entrepreneurs) is run by the students' union twice a year, consisting of five workshops followed by a summer school. The programme is run for students who may wish to start their own business upon completion of their programme of study. Four two-hour long evening workshops assist students to develop their business ideas with a week-long summer school for those who already have a business plan to develop. The students' union has developed this programme in partnership with the university (specifically the School of Management and UniSDirect which is the arm of the institution responsible for business interface). The programme also has links to Surrey County Council and Young Enterprise.

Session one: Taster session	Aimed at getting students to start to think about what is involved in starting a business and what support will be provided by the FUSE programme. The session also discusses the attributes of the entrepreneur.
Session two: Idea generation	This session focuses on whether creativity is nature or nurture and how, if it is nature, creativity can be developed in individuals and organisations.
Session three: Idea verification	Introduction to the idea of the business plan and the process of business planning. A pro forma business plan is given to participants which if completed will provide the basis of the summer school.
Session four: Idea funding	Discusses the main sources of funding: loans, equity finance and grants as well as what financiers are looking for from funding applications. The end of the session gives students an opportunity to make an 'elevator pitch' to a panel of adjudicators who provide feedback and reasons for their decision.
Session five: Networking opportunity	An informal meeting of students, tutors and mentors with the aim of getting to know more about each other and the next steps of the programme.

Over the course of the weeklong summer school each student with a business plan is allocated a mentor who determines a plan of work for the next month for the student to help bring their business plan to fruition. Students mainly work individually on their business plan, although there are common periods of training provided. At the end of the month, each student presents their business plan to a panel of experts, who provide feedback, and recommend whether the idea should be taken forward and how. Some of the projects will receive ongoing support from the University of Surrey to help them become investment or market ready whereas other projects are directed to various local community organisations such as the local business link offices.

In summary

Quick wins: contacting and making links with national organisations such as AIESEC, CRAC's Student Industrial Societies, the STEP scheme and the SIE.

Longer term action: developing programmes reflecting institutional priorities, for example the YES or the Business Start-up schemes.

Theme 5: Issues of recognition

A number of the case studies include an aspect of recognition either as a main aim or as an additional feature. Often this is achieved through certification, however, there are also well-developed examples of accreditation.

Understandably, institutions were found to be the main providers of schemes which accredited the co-curricular activities of the student experience. In the main these formed credit-bearing modules. Interestingly, modules seemed to be aimed at developing further skills rather than accrediting the experience or voluntary work which students had undertaken alongside their formal study.

Napier University's Course Representative module provides an example of accrediting the skills developed through student representation at the course or class level. The module is optional, accrediting course representatives learning at Scottish Credit and Qualifications Framework level 8 and includes a series of seminars, an essay topic on higher education and the submission of a reflective learning log.

Most of the examples identified tended to place greater emphasis on offering students the opportunity to learn new skills, which would be accredited. For example the Career and Personal Development module offered by the University of Bradford was typical. The module, which bears credit, runs for 26 students each semester and is assessed through the submission of a reflective personal analysis, successful completion of a CV and a competency-based application form. The University of Bradford also offers a Self-Employment and Enterprise module which is offered to penultimate and final year students with an interest in self-employment. Again this module is credit-rated and provides students with basic information on the types of things they should consider before and during self-employment.

Although most of the work undertaken by institutions focuses on accreditation, the University of Liverpool working in partnership with the University of Liverpool Guild of Students has developed a programme aimed at allowing students to build up a number of additional skills during their time at the University. The skills development programme is based in the Centre for Lifelong Learning but is promoted across the institution, including by services run by the Guild of Students such as their advice centre and volunteering programmes. The programme is not credit-rated but is formally recognised by the University and leads to the Higher Skills Development Award. Success is also recorded on the student transcript.

Another good example of recognition through certification is the York Award provided by the University of York. Described as a certificated programme of 'transferable skills training and experiential learning', it aims to help students acquire a portfolio of material, which can co-exist alongside their academic record. The award is achieved through an accumulation of 100 points through participation in a number of short courses. Courses offered include Project Management, The Embassy Game (which provides information on becoming a diplomat), British Sign Language and Numbers at Work.

One way in which it is possible for students to accredit workplace learning is through the Erasmus-Socrates exchange programme. The Erasmus-Socrates programme has a work-placement scheme and can be taken in conjunction with a study placement of up to three months. The grant given to students on Erasmus-Socrates study placements is also available to students undertaking the work placement. A further European Union-funded initiative, the Leonardo programme, gives grants to students undertaking vocational work placements in European countries. Recently the European Commission has been undertaking a dissemination project concerning models of good practice of how undertaking an Erasmus-Socrates placement as a student and aid employability. Among this publication will be eight case studies from the UK.

Recognition by certification from student organisations

In recent years, student organisations have started to examine the ways in which they might be able to recognise the activities of students engaged in co-curricula activities organised through the students' union or association. In most cases, studied this recognition comes from some form of certification provided by the student organisation. There are, however, exceptions to this practice, eg the University of Birmingham Guild of Students holds an annual awards ceremony sponsored by a major graduate recruiter for clubs and societies.

This project has identified four different ways in which student organisations certificate the personal development of students.

1   Certification for those involved in co-curricular activities.

2   Certification through personal development programmes.

3   Certification in partnership with the institution (although this does not preclude involvement of the parent institution in the two previously identified methods of certification).

4   Certification through a national body or award.

This part of the report will highlight examples of each of the different ways in which student activity is certificated. In choosing examples, the authors have chosen those where most information was available.

Certification for those involved in co-curricular activities

The Student Development Unit at the University of Bristol Union run a number of certificated courses, from the Millennium Volunteers and the Duke of Edinburgh Award to a Bristol Personal Development Award. As an example of certification for those involved in co-curricular activities, the Union at the University of Bristol offers an Officer Development Award. The Officer Development Award is open to 30 students each year and is supported by a number of graduate recruiters. The award has two mandatory sessions and three optional sessions; the optional sessions are chosen from the sessions run as part of the personal development award. The two mandatory sessions are entitled Induction (Introduction to Reflective Learning and Targeted Personal Development) and

Finale (Translating Involvement into Employability). The latter session has been developed in conjunction with the university's Careers Advisory Service. A short guidebook accompanies the award scheme and is available for download on the Union website. In terms of certification of co-curricula activities, reference should also be made to the University of West of England Students' Union's 'Ave It accreditation scheme discussed earlier.

Certification through personal development awards

The University of Manchester Students' Union offers students a Certificate in Personal Development. This certificate is a personal development course run by the Students' Union and recognised by the institution and is open to any student in the institution. Participants attend five out of 10 sessions to receive the certificate and eight out of ten sessions to receive an advanced certificate. The sessions are delivered by other students who have been trained on the National Union of Students' national student learning programme (NSLP) train the trainer course. Topics include assertiveness, special needs, presentation skills, customer care and team leadership and 10 others. A wide range of students from course representatives to society committee members and mature students attend the sessions and gain the certificate.

At the University of Surrey Students' Union a programme called 'ID: individual development' has been developed. This scheme gives 'recognition…for participating in university activities outside of academic commitments'. The website provides a portal by which it is possible to view all the opportunities available at the University of Surrey. It also links into the training opportunities that exist both within the students' union and the careers service for key skills training.

A final example of a Certificate of Professional Development scheme organised by a students' union is one developed at the University of Wales, Swansea Students' Union. The Certificate of Professional Development can be gained by attending four out of five seminars offered and is endorsed by the University. The website also lists a number of sessions, some being delivered by the institution some by the Students' Union including cultural awareness, interview techniques, first aid and employer selection tests.

Certification through partnership with the institution

At Sheffield Hallam University a joint project between the institution and the Students' Union has resulted in the Hallam Award which is aimed at recognising the contribution to the university community that students voluntarily make through activities organised by the Students' Union. Through the process of gaining the award, students are enabled to reflect on how their chosen activities have contributed towards their personal and skills development. In order to achieve the award a number of reports and forms need to be completed by the student. Students keep a logbook of their activities throughout the year and also submit at least one 'key event form' from each semester, which expands on a particular aspect of work or activity conducted that semester. In addition, at the end of the academic year, participants submit a Skills Evaluation Report and a Final Summary Report.

Throughout the year students have access to a special section of the University's virtual learning environment, which contains examples of completed logbooks, forms and reports. According to the guidance on the award website, it is envisaged that students would spend half-an-hour a week completing their logbooks. The Hallam Award can be awarded at three levels and in each case students receive a certificate signed by the Students' Union President and the Vice-Chancellor and life membership to the Students' Union. In addition, award winners are recognised in the University's graduate booklet as having completed the award.

Certification through a national body or award

For those institutions and/or students' associations with limited resources to devote to establishing certification schemes, there are a variety of national awards or bodies that can provide some form of certification for student development through participation in co-curricula activities. Three such schemes are reviewed here: the Duke of Edinburgh award scheme; the National Union of Students' NSLP; and CRAC's Insight Plus programme.

A number of students' unions, including Canterbury College Students' Union (acting together with higher education institutions in the area) and the University of Bristol Students' Union have adopted the Duke of Edinburgh Award Scheme as a means of certificating activity in co-curricula activities.

The NSLP, run by the National Union of Students, is a three-day residential training programme with follow-up regional workshops for students to learn how to train other students in key skills. The programme has produced several training packs on various subjects and promotes the skills development of student trainers by holding various competitions each year and through a reflective learning log, which is also available through an e-portal.

CRAC runs a programme called Insight Plus that is open to institutions and students' associations to opt-in to. The programme takes a flexible approach to aiding students' recognition and development of skills meaning that different institutions and students' association use the scheme for different purposes. Some use the programme as a means of certificating student involvement in co-curricula activities and others, eg Thames Valley University Careers and Employment Service, use the programme to certificate the skills developed by students through part-time work. According to the Insight Plus website, participating students involved in part-time or volunteer work are supported through a programme which is designed to help them gain a better understanding of how organisations work and the roles that managers play in enabling organisations achieve their goals. This is done through a combination of a two-day session and keeping a learning log as well as being given the opportunity to receive mentoring. Through successful completion students are awarded the Institute of Leadership Management endorsed certificate in Management Skills.

US leadership programmes

Many universities and colleges in the US offer students the chance to participate in a leadership programme. Frequently, these are based around students' other co-curricula activities, such as involvement in societies, student governance or volunteering - often referred to as leadership opportunities. Humboldt State University offers a range of leadership programmes from a short weekend leadership conference to a minor in leadership.[6] New York University has three different leadership programmes. One is a generic leadership course which has a strong academic curriculum. The further two programmes have more practical tasks and group work aimed specifically at those involved in the management of clubs and those involved in society justice activities.[7] Leadership programmes have twin aims: to assist students organising whatever activity they are involved in, and to help them recognise the skills in leadership they have developed through these activities. In a study undertaken by the Kellogg Foundation, there are four hallmarks of successful leadership programmes:[8]

Context	a	Strong connection between the mission of the institution and the mission of the leadership development programme.
	b	An academic and student affairs home.
	c	Inputs from many sources.
Philosophy	a	Clear definition of leadership.
	b	Focus on ethically and socially responsible behaviour.
	c	Leadership is relational.
	d	Emphasis on the potential of all.
Common practices	a	Development of self-awareness.
	b	Training that addresses the needs of campus leaders.
	c	Student mentoring.
	d	Community service as a vehicle for self-discovery.
	e	Student initiation of leadership activities.
Sustainability	a	An evaluation process.
	b	Faculty incentives to encourage participation.
	c	Transcripts that document students' experiences.
	d	Recognition of student growth.

[6] For a general overview of the Humboldt State University approach see www.naspa.org/communities/kc/resources.cfm?genres ID=2&category=Humboldt%20State%20University&kcid=14; for further information on the minor in leadership see www.humboldt.edu/~cops/ls.htm
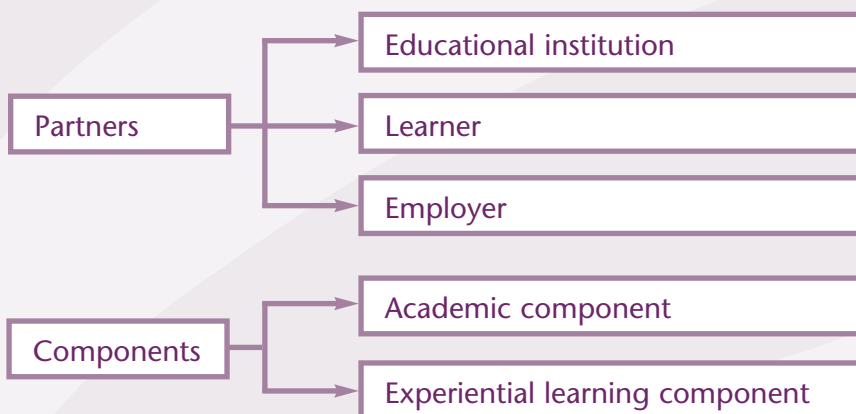
[7] www.osa.nyu.edu/03progra.php

[8] Zimmerman-Oster K and Burkhardt J, *Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities*, (Battle Creek, MI, 1999).

For those considering introducing their own leadership programme, the approach taken in recent years by the University of Utah might be of interest. From 2000-01, a small development group consisting of students, academic and administrative staff met a couple of times a month to discuss what a meaningful leadership programme at the university might look like. At the end they drew up a leadership plan, which has resulted in two leadership programmes, a leadership resource centre, a website of resources and the current development of a minor in leadership.[9] The US-based National Clearinghouse for Leadership Programs provides a website of resources as well as a publication entitled Student Leadership Program Model, a guide for designing a comprehensive leadership programme.[10]

South African work placements

As we have previously noted there are a number of courses across the UK which either have an element of work experience within them or accredit a work placement. At South African universities a central office, often known as the Co-operative Education Centre, handles work placements. The aim of cooperative education is to combine academic education with experiential learning in the workplace so students may integrate theory with practical work settings and gain a better understanding of both.[11]

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Partners ──┬──→ Educational institution
           ├──→ Learner
           └──→ Employer

Components ──┬──→ Academic component
             └──→ Experiential learning component
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It is known as cooperative education because it requires partnership from three different parties: the institution, the employer and the individual student. An explicit desire of cooperative education is that all three parties learn from the arrangement.

The student benefits by:

● applying theoretical knowledge in a practical situation, with students often commenting that their learning becomes more meaningful

● developing better human relationships at work with people from diverse backgrounds and disciplines

● improving job prospects after graduation.

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[9] www.naspa.org/communities/kc/uploads/leadershipplan1.pdf gives details of the University of Utah plan.

[10] https://nclp.umd.edu/

[11] www.cut.ac.za/web/academics/coopedu

The employer benefits by:

- allowing organisations to assess the suitability of students for future recruitment and development

- strengthening of the relationship between organisations and institutions so as to improve vocational education

- improvement of efficiency as students can assist in handling peak workloads and special projects.

The institution benefits by:

- staff, through regular contact, accessing contemporary work practices and new developments in industry

- organisations being utilised to ensure the curriculum is serving the needs of employers.[12]

The purpose of the Co-operative Education Office is to ensure that the three parties reap these benefits. Further information and resources on cooperative education are available from the Southern African Society for Co-operative Education website.[13]

Monash University Short Courses Centre

The approach taken by Monash University Students' Association, which funds the Monash University Short Courses Centre, is rather different in ethos to many students' associations' skills development training programmes. Courses run over three semesters; the first two follow the usual academic semesters and the third covers the summer vacation. The courses are open to students, staff and the local community alike. All participants have to pay to undertake the course. However, Monash University students pay a significantly reduced amount. The courses cover a huge range of activities, encompassing:

- leisure and recreational activities such as cooking, arts and music and dance

- life skills such as health and well-being to DIY skills

- vocational skills such as hospitality, business and communication skills

- academic courses such as language skills and an art, history, politics and philosophy lecture series

- accredited training such as offering an accredited certificate in assessment and workplace training.

The Short Courses Centre has recently become an approved provider of training for the Parents Returning to Work scheme that the state government operates.

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[12] Diagram and benefits extracted from Committee for Technikon Principals and The Southern African Society for Co-operative Education, *Essentials of Co-operative Education*, (Pretoria, 2000).

[13] www.sasce.org.za/

Case study - Glasgow Caledonian University Leadership Programme

Glasgow Caledonian University and the students' association offer a joint scheme called Partners in Delivery aimed at recognising student leaders. The lead partner in this element is the students' association. Initially, a number of activities have been identified for inclusion within the scheme (peer support schemes have for the time being been left out for possible inclusion at a later date) which involve student representatives from course representative upwards, students involved as officers in sports clubs or societies, students volunteering in nightline, welfare and Raising and Giving activities and students involved in producing the students' association publications.

Participants are expected to complete the following.

- Attend the specific training organised for their role.

- Attend a key skills development seminar (the key skills seminar aims to develop skills of the type that research has shown that graduate employers seek).

- Complete four personal development records (participants complete one after training, another reflects upon their whole learning experience over the period, the remaining two record carrying out various roles - these records are adapted from the Chartered Institute of Personnel and Development model of continuous professional development).

- Attain 80 per cent attendance at meetings/activities (although it is made clear that the scheme's aims are to encourage participation not merely attendance).

- Attend a progress review meeting in December or January with Students' Association staff member (this aims to check progress and offer support to the student).

At the end of this process the student receives a certificate signed by the Principal of the University and the President of the Students' Associations demonstrating participation in the Student Leaders Programme. It is anticipated that an awards ceremony will be held in 2005-06 and that students, or staff, will be able to nominate themselves, or students, for the 'Caledonian Student of the Year'. It is planned that a video outlining good examples of leadership skills from participating students as well as clips highlighting the achievements of those who have been short-listed for the Caledonian Student of the Year competition will also be shown at the awards ceremony.

In summary

Quick wins: use of awards ceremonies and certification to recognise the development and contribution of student leaders on campus.

Longer term action: use of credit bearing courses accrediting student development and the recognition of the development of 'leadership skills'.

Conclusions

It is clear that across Scotland and further afield there is a great deal of activity in not merely providing co-curricula activities for students, but also providing structured ways in which students can identify and develop their employability.

From the schemes surveyed in this report, interesting, novel and inventive ways to assist enhancing students' employability have been found that have been developed by institutions and students' associations alike. Within Scotland, the vast majority of this activity takes place within the locus of the students' association, whereas outwith Scotland much more of this activity takes place within the institution's direct ambit or in partnership with the students' association. It may be that funding to institutions through HEACF in England means that the institution has taken ownership of much more of this activity. It should be noted, however, that the set-up of many of the institutions from overseas examined in this report would place much of the co-curricula activity conducted in an institution within a student life or student affairs division of that institution.

It should also be noted that few of the activities described in this report have had the employability elements, in terms of their effect on students' employability, subjected to formal evaluation. This includes activities that are run by both institutions and students' associations although activities organised by the institution are slightly more likely to be evaluated. It must be noted that frequently the primary aim of the projects, schemes and programmes described in this report is not to enhance students' employability but rather to provide something else to the university or local community. Aiding students' employability is a feature of these programmes, which is often subsidiary. Frequently, those who were interviewed as part of this project could point to ample anecdotal evidence of examples where students' employability had been most definitely enhanced. One such example of this was the PDP used as part of the SupNet volunteers' scheme at the University of St Andrews that had a significant effect on the students' ability to secure postgraduate training. Research from the US suggests that engagement in co-curricula activities can have profound and often unexpected effects on the student population engaged in them eg participation in volunteering increases student consideration of postgraduate study: 'participation in service-based programs favourably affects persistence in college, interest in graduate study, critical thinking skills, leadership skills and a commitment to promoting racial understanding'.[14]

There is also a difference between co-curricula activities that implicitly enhance students' employability and those schemes that explicitly aid students to recognise the skills and qualities that they are developing. A central message of this report must be that such mechanisms for making skills development explicit can often be blended into existing co-curricula activities with some creative thinking and the minimum of resources.

It is clear, however, that there is much work left to do in charting how these co-curricula activities can best enhance students' employability, particularly in evaluating the impact of such activities on students' employability.

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[14] Hamrick, Nancy J Evans, John H Schuh, *Foundations of Student Affairs Practice*, (San Francisco, 2002), 277, quoting Austin AW, The role of service in higher education, About Campus, 1 (1996): 14-19.

Further information sources

The following websites provide further information on the programmes and projects that have been discussed in this document. They are listed under the five themes as discussed in the report. The websites were all accessed on 31 July 2005.

Development of societies and sports clubs

Activity Development Pack (Strathclyde University Students' Association and Queen Margaret University College Students' Union)
www.officeronline.co.uk/stadia/societiesdevelopment/11819.aspx

'Ave It Accreditation Scheme (University of the West of England Students' Union)
www.uwesu.net/sasu

Athlete Career Education (New Zealand)
www.sparc.org.nz/elite-sport/athletes/athletes-career-and-education-service

Advanced Sports Squad (University of Bristol)
www.bris.ac.uk/sport/high-performance/adv-squad.html

Coach Education Opportunities (Nottingham Trent University Students' Union)
www.su.ntu.ac.uk/sport/ceo/

Coach4Sport (Nottingham Trent University Students' Union)
www.su.ntu.ac.uk/sport/coach4sport.php

Futureskills Programme (University of Aberdeen and Aberdeen University Students' Association)
www.ausa.org.uk/societies/running_a_soc/sa-soc-contacts/0001.html

Services for student welfare and diversity

Accrediting Welfare Volunteering (Kingston University and the University of Surrey Students' Unions)
www.officeronline.co.uk/stadia/societiesdevelopment/11806.aspx

Peer Educators (New York University)
www.nyu.edu/student.affairs/peer.ed/

Residential Leadership Opportunities (San José State University)
http://housing.sjsu.edu/old/leadership.stm

STAR Peer Tutoring Scheme (Murdoch University)
http://about.murdoch.edu.au/star

Diversity Career Information Resources (Victoria University of Technology)
http://203.24.93.251/diversityCareerInformation.cfm

Impact Project (Universities of Bradford, Huddersfield, Leeds and Sheffield, Leeds Metropolitan University and Sheffield Hallam University)
www.careers.brad.ac.uk/impact/

Supnet Volunteers Scheme (University of St Andrews)
www.st-andrews.ac.uk/sss/gettinginvolved/supnet.htm

Volunteering as a means of enhancing employability

Higher Education Active Community Fund (Higher Education Funding Council for England)
www.hefce.ac.uk/reachout/heacf/
www.heacf-awards.ac.uk/

The Art of Craze Paving (Student Volunteering England)
www.studentvol.org.uk/downloads/crazyp.pdf

Learning Together (Community Service Volunteers)
www.csv.org.uk/Services/Education/Education+Projects+-+Learning+Together.htm

Millennium Volunteers (UK Department for Education and Skills)
www.millenniumvolunteers.gov.uk/

ProjectScotland (the Scottish Executive)
www.projectscotland.co.uk/index2.htm

The National Service-Learning Clearinghouse (US-based organisation)
www.servicelearning.org./hehome/index.php

University of Bristol Law Clinic
www.law.bris.ac.uk/students/lawclinic.html
www.ivr.org.uk/bristollawclinic.htm

The Science Shop (Queen's University Belfast and the University of Ulster)
http://researchservices1.qub.ac.uk/Scishop/scisho/Scienceshop//default.html

The International Science Shop Network
www.scienceshops.org/

Entrepreneurship and enterprise

Scottish Institute of Enterprise
www.sie.ac.uk/

Alumni and Student Careers Forum (Cardiff University)
http://alumnicareers.cf.ac.uk/

Student Industrial Societies (Careers Research and Advisory Council)
www.crac.org.uk/sis/

AIESEC
www.uk.aiesec.org/

Graduate Start-Up Information (Yorkshire Universities and Yorkshire Forward)
www.gstart.info/

Think Business @ Bradford (University of Bradford)
www.brad.ac.uk/thinkbusiness/

Spark (University of Leeds)
www.spark.leeds.ac.uk/

Business Start-Up @ Leeds Met (Leeds Metropolitan University)
www.leedsmet.ac.uk/business-start-up/

Business Gateway (University of Huddersfield)
www.hud.ac.uk/gateway/

Shell Technology Enterprise Programme
www.secureyoursuccess.co.uk/

Year in Employment Service (University of Wales, Aberystwyth)
www.aber.ac.uk/careers/yes/index.html

Future University of Surrey Entrepreneurs (University of Surrey Students' Union)
www.ussu.co.uk/main/development/fuse

Issues of recognition

University of Bradford Career Modules
www.careers.brad.ac.uk/student/options/self.php
www.careers.brad.ac.uk/student/module.php

University Liverpool & Liverpool Guild of Students Higher Skills Development Programme
http://dbweb.liv.ac.uk/cll/section.asp?section_id=65&unit=1

University of York: The York Award
www.york.ac.uk/admin/ssdu/ya/indexya.html

Erasmus-Socrates work placements
www.erasmus.ac.uk/index.html

University of Bristol Students' Union: Student Development Unit
www.ubu.org.uk/main/activities/studentdevelopment/accreditation

University of Manchester Students' Union Certificate in Personal Development
www.umu.man.ac.uk/activities/cpd.shtml

University of Surrey Students' Union ID: individual development
www.ussu.co.uk/main/development/id

University of Wales, Swansea Students' Union Certificate in Personal Development
www.society.swan.ac.uk/

Sheffield Hallam University Students' Union Hallam Award
http://hallamunion.com/getinvolved/hallamaward/

Duke of Edinburgh Award
www.theaward.org/

National Student Learning Programme
www.officeronline.co.uk/nslp/aboutnslp/

CRAC Insight Plus Programme
www.insightplus.co.uk/insight_new/university/university.htm

National Clearinghouse for Leadership Programs
www.nclp.umd.edu/

Southern African Society for Co-operative Education
www.sasce.org.za/

Princeton University's Community Based Learning Initiative
www.princeton.edu/~cbli/

Monash University Short Courses Centre
www.shortcourses.monash.edu.au

All enhancement themes publications are also available at
www.enhancementthemes.ac.uk

Printed copies are available from:
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Adamsway
Mansfield
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