

Curriculum Development and Career  
Decision-Making in Higher Education:

# Credit-Bearing Careers Education

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**University  
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## Section 1 Introduction

This report presents the findings from research into the degree of integration of credit-bearing careers education in the higher education curriculum. The study was commissioned by the Higher Education Careers Services Unit (HECSU) and was conducted by a team of researchers from the School of Education and the Careers Advisory Service at the University of Southampton. The research was undertaken during the academic year 2005-2006.

The relationship between higher education and the labour market is a core debate, particularly with the increasing cost of a degree to the students and the inclusion in league tables of employability measures. Employability of graduates is becoming a key question for students and their families and part of the decision-making process, as well as being important for government and employers. Political initiatives in recent years have sought to increase the integration of employability skills and enterprise initiatives into the higher education course offer: for example Enterprise in Higher Education (1989), the Universities UK report (2002) *Enhancing Employability, Recognising Diversity*, and the emphasis of key skills within the programme specifications recommended within the Dearing Report (National Committee of Inquiry into Higher Education, 1997).

Increasingly higher education institutions [HEIs] are being encouraged to review their curriculum in terms of the employability of their graduates and the nature of their careers services. The Quality Assurance Agency [QAA] Code of Practice for Careers Education, Information and Guidance (QAA, 2001) placed a responsibility on HEIs to provide integrated careers provision and to ensure that staff are kept informed of current employment trends:

"If CEIG [Careers Education, Information and Guidance], as well as the employability aspects of course content and of curriculum-based skills development, are to be relevant and up-to-date, then they must be informed by accurate labour market information and by the experience and perspective of employers. This is especially important in the context of a rapidly changing employment market. Systems and procedures should therefore be in place to ensure that these feedback loops operate effectively both at the level of CEIG provision, including staff development and training, and of curriculum design and programme specification." (QAA, 2001, para 16)

The Careers Education Benchmark Statement (2005) considers the place of careers education within the curriculum and examines the relative advantages of discrete and integrated curriculum approaches. Its purpose is:

"... to provide a clear guide to careers education that can serve as an external reference point for curriculum development and review." (AGCAS, 2005, p 2)

The Benchmark Statement examines careers education in terms of teaching and learning, assessment and the relationship of the provision with the academic programmes and support services. This research project provides valuable insight into the landscape of careers education as it exists in 2005/6 and, in particular, the provision for which students are awarded academic credit.

The aim of this research was to map the provision of credit-bearing careers education within UK HE and FHE institutions and to produce a fine-grained typology for this provision. In addition, we sought to identify the nature and characteristics of the credit-bearing careers education and to identify, through a number of vignettes, examples of interesting and innovative practice of credit-bearing careers education in higher education institutions.

This report should be of value to a wide audience. In examining the extent and nature of credit-bearing careers education in higher education and further and higher education [FHE] institutions, it provides useful information for careers advisers and those involved in curriculum development across the sector. The map of provision and the vignettes of practice will also be of use to senior managers within HEIs and FHE colleges and policy advisers.

### ***Conventions used in the report***

In the questionnaire, we asked respondents to tick all categories in any one question that applied to them. Therefore, for many questions the option responses are greater than the total number of questionnaires.

We usually report the number of responses, rather than percentages, given the small numbers in our categories in many cases.

When reporting on cross-tabulations, there are frequently not enough responses in cells to be able to make a comment on the significance of the percentages. In those cases, we do not report on those cells. For example, we frequently only have a few responses from smaller institutional groups so, typically, we only report on pre- and post-1992 universities where larger numbers are involved.

We have used the word 'unit' to mean unit or module of study throughout.

### ***Common abbreviations used in the report***

AGCAS	The Association of Graduate Careers Advisory Services
CBCE	Credit-bearing careers education
CV	Curriculum vitae
FE	Further Education
FHE	Further and Higher Education
FHEC	Further and Higher Education College
HE	Higher Education
HECSU	Higher Education Careers Services Unit
HEI	Higher Education Institution
PDP	Personal Development Portfolio

### **References**

- AGCAS, 2005, *Careers Education Benchmark Statement*, AGCAS.
- Bowman, Colley and Hodgkinson, 2005, *Employability and career progression for full-time, UK-resident Masters students*, Manchester: HECSU.
- Dearing, R., 1997, *Higher Education in the Learning Society: Report of The National Committee of Inquiry in Higher Education*, London: HMSO.
- QAA, 2001, *Code of Practice for Careers Education, Information and Guidance*, QAA.
- UUK, 2002, *Enhancing Employability, Recognising Diversity*, UUK and CSU.

## Section 2      Methodology

The research was undertaken in three stages. The first stage consisted of undertaking a number of detailed telephone interviews with key informants who were knowledgeable about careers education in the higher education sector. This was an important preliminary stage which provided valuable information about the state of the sector and advice on the development of the questionnaires which comprised the main research instruments. Two questionnaires were developed. The first focused on the institutional environment for credit-bearing careers education and the second was targeted at those members of staff who were running individual units of careers education. A final stage involved the development of vignettes to illustrate specific cases of CBCE operating in the different institutional sectors and different countries of the UK.

### ***2.1 Key informant interviews***

#### *Purposes of the key informant interviews*

We carried out key informant interviews in order to:

- investigate the likely range and characteristics of credit-bearing careers education courses
- assist in the development of the research questionnaires
- recruit people willing and able to pilot the questionnaires by commenting on their content
- help identify possible vignettes of interesting practice in the sector.

#### *Number and location of the interviews*

We carried out 12 key informant interviews as listed in Figure 2.1. The key informants were selected as a purposive sample of people who were well placed to be able speak authoritatively on the nature of current provision in the sector and who had experience of providing careers education in either an HEI or a FHEC. The sample was identified through initial suggestions by members of the advisory group and additional suggestions from key

informants as the process developed. The aim was to interview informants across the sector and across the United Kingdom.

**Figure 2.1 Key Informant Interviews**

<b>Institutional type</b>	<b>Information about the key informants</b>
Pre-1992 universities	2 (including one in Scotland)
Post-1992 universities	4 (including one in Wales and one doubling as an AGCAS representative)
University colleges	1 (former university college)
Specialist colleges	2
FHE colleges	1 (Difficult to find people involved in credit-bearing careers education to speak to in this sector, although we did have two useful email exchanges with people working in the sector.)
AGCAS representative	2 (including one doubling as a post-1992 university representative and one doubling as a Scottish representative)
HECSU representative	1

*How did we decide what to ask in the interviews?*

As the interviews were intended to help in the development of the questionnaires, we decided that the interview should have three stages:

1. a discussion about the credit-bearing careers education in the interviewees' own institutions [if relevant] in order to provide a flavour of the nature and characteristics of credit-bearing careers education;
2. questions relating to the patterns and characteristics of credit-bearing careers education in general to inform our study; and
3. advice about the nature and shape of the questionnaire.

These interviews provided a wealth of information including:

- background detail about how different institutions were running particular programmes;
- overall trends and issues in careers education provision; and
- practical advice about the survey (e.g. timing of the questionnaires, length of the questionnaire, possible topics for investigation).

Overall, the interviews gave us an understanding of the territory, the language people used, and the issues that were important to them.

*What were the main themes emerging from the interview?*

The interviews provided a vivid picture of the diversity of provision and the underlying patterns which existed. Diversity included:

- **Different institutional types** - our informants suggested to us that it is the universities in England (especially the post 1992 universities) which tend to have the large credit-bearing careers education programmes. The University of Reading, a pre-1992 University, was identified by a number of informants as a major player with significant credit-bearing careers education provision. It was hard to find institutions in the FHE sector with credit-bearing careers education in HE programmes.
- **Funding differences** - in England and Northern Ireland significant funding has been awarded through the CETL projects (Figure 2.2), some of which are connected to credit-bearing careers education. In Scotland, however, money is spread across institutions but there is no equivalent of the large CETL projects. Two of our key informants, however, reported that Scottish institutions did have access to QAA enhancement theme funding and that in the academic year 2005/6 the theme was employability.
- **Geographical differences** - our key informants suggested that in Scotland it is the pre-1992 universities which tend to have credit-bearing careers education, rather than the post-1992 universities as is the case in England. In Wales, the focus tends to be on work experience accreditation.
- **Shape of provision** - credit-bearing careers education is stand-alone or integrated into the curriculum to various degrees. Some provision is generic careers education and some is tailored to disciplines. The modes of delivery range from online to face-to-face with various blends in between. Careers education is delivered by careers staff or

by disciplinary staff or a combination of both, or by other people such as employers.

**Figure 2.2 Centres of Excellence in Teaching and Learning (CETL) Projects Related to Careers**

Bridges - Supporting personal Career and professional Development through the Undergraduate Curriculum University of Luton	<a href="http://www.luton.ac.uk/news/2005/050209-cetl/0">www.luton.ac.uk/news/2005/050209-cetl/0</a>
Centre for Career Management Skills (CCMS) University of Reading	<a href="http://www.rdg.ac.uk/ccms/">www.rdg.ac.uk/ccms/</a>
Centre for Employability Through the Humanities (CETH) University of Central Lancashire	<a href="http://www.uclan.ac.uk/ceth">www.uclan.ac.uk/ceth</a>
Centre of Excellence for Work-Based Learning for Education Professionals Institute of Education	<a href="http://www.wlecentre.ac.uk/cms/index.php">www.wlecentre.ac.uk/cms/index.php</a>
Centre for Excellence in Dynamic Career Building for Tomorrow's Musician Royal Northern College of Music	<a href="http://www.rncm.ac.uk/?sid=474">www.rncm.ac.uk/?sid=474</a>
Centre for Excellence in Work Based Learning (CEWBL) Middlesex University	<a href="http://www.mdx.ac.uk/www/ncwblp/index.html">www.mdx.ac.uk/www/ncwblp/index.html</a>
Centre for Professional learning from the Workplace (CEPLW) University of Westminster	<a href="http://www.wmin.ac.uk/page-5818">www.wmin.ac.uk/page-5818</a>
Enhancing, Embedding and Integrating Employability (E3I) Sheffield Hallam University	<a href="http://www.shu.ac.uk/cetl/e3i/">www.shu.ac.uk/cetl/e3i/</a>
Foundation Direct University of Portsmouth	<a href="http://www.port.ac.uk/departments/studentssupport/foundationdirect/aboutfoundationdirect">www.port.ac.uk/departments/studentssupport/foundationdirect/aboutfoundationdirect</a>

### *How did we use the interviews to inform the questionnaires?*

In order to construct the questionnaires (Appendices 1 and 2, pp.109-133), we identified the main issues emerging from the key informant interviews and based the questions on those. The Careers Education Benchmark Statement (AGCAS, 2005) was also an important source of relevant issues such as the theoretical frameworks which might underpin units of credit-bearing career education. The interviews and Benchmark Statement suggested the detailed options offered in each question. The aim was to cover the range of provision, the operational detail and the modes of delivery.

After an initial trawl through the interviews and the Benchmark Statement, we undertook a testing stage which involved going through each interview



again to check that each point made about the credit-bearing careers education provision was addressed by a question and/or option in the questionnaire.

## ***2.2 The questionnaires***

The key informant interviews had identified two levels of operation which needed to be investigated and we wanted to ensure that the research considered provision at both the institutional and the operational (unit) level. This was achieved by developing two questionnaires: one to provide a picture of the overall institutional provision (usually completed by the head of careers or another member of the Careers Service) and the second to provide a picture at the individual unit level (usually completed by the unit or programme leader). We had originally intended to develop only one questionnaire, but it became clear from the key informant interviews that someone able to offer an institutional perspective might not know in sufficient detail what was happening in the individual units.

The institutional questionnaire was sent out to all universities, university colleges, specialist colleges and further and higher education colleges (FECs and FHECs) with HE provision in December 2005. Each institution was sent a copy of both questionnaires (the institutional questionnaire and the unit questionnaire). These were accompanied by a letter explaining the nature of the research and a request for the recipient to send copies of the unit questionnaire to appropriate people within their institution. Responses from institutions were monitored and considerable effort was made through follow-up telephone calls and additional mailings to increase the response rate. The final responses were received in February 2006.

### *The institutional questionnaire*

The institutional questionnaire (see Appendix 1, pp.109-122) addressed the following issues in relation to credit-bearing careers education:

- Overall nature of the provision, if any
- Subject areas
- Levels of awards incorporating credit-bearing careers education
- Levels of delivery
- Credit points attached

- Number of students involved
- Number of contact hours involved
- Role of personnel responsible for delivery
- Funding base
- Institutional alignment of the credit-bearing careers education
- Origins and development
- Chronology
- Collaboration, if any, with other institutions
- Location of the career service within the institution

### *The unit/module questionnaire*

This questionnaire (see Appendix 2, pp.122-133) addressed the following issues in specific examples of credit-bearing careers education within an institution:

- Level of award
- Level of delivery
- Credit points attached
- Number of students involved
- Number of contact hours involved
- Subject area
- Mode of delivery
- Institutional location of delivery
- Teaching and learning methods used
- Formal specified learning outcomes
- Actual learning outcomes
- Personnel involved in delivery and assessment
- Content of the credit-bearing careers education
- Assessment strategy and methods
- Evaluation strategies for the unit
- Collaboration with other institutions or bodies
- Summary description of the particular case of credit-bearing careers education and additional information request.

The questionnaires were piloted by the key informants and the advisory group and modified in response to the feedback.

### ***2.3 Response rates to the questionnaires: the extent and nature of our information***

Altogether, we had 172 questionnaires returned, representing responses from 117 institutions. 111 were responses to the institutional questionnaire and 61 were responses to the unit questionnaire. Of the 117 institutions which responded, 51 offered credit-bearing careers education (Figure 2.3 provides a summary breakdown of response rates and *Appendix 3* pp.133-135 provides a complete breakdown of the questionnaires mailed out and the number of returns by country and by sector).

**Figure 2.3 Number of Returns by Country and Sector**

<b>Institutional type</b>	<b>England</b>	<b>Scotland</b>	<b>Wales</b>	<b>Northern Ireland</b>	<b>Total</b>	<b>% Response rate</b>
Pre-1992 University	29/51*	5/8	4/7	1/2	39/68	57%
Post -1992 University	20/48	0/5	2/2	0/0	22/55	40%
University College	4/8	1/2	1/3	0/2	5/15	31%
Specialist College	8/30	1/5	0/1	0/0	9/36	25%
FHE College	34/165	4/24	1/16	2/15	41/220	19%
Total	95/302	11/44	8/29	3/19	117/394	30%
% Response rate	32%	25%	28%	16%	30%	

\* i.e. 29 responses from 51 questionnaires sent out.

Our aim in this research is to describe the current provision of credit-bearing careers education in HE provision. However, the reader should note that out of 394 possible institutional responses, 117 institutions responded. Our overall response rate is 30%. While we have extensive and illuminating data about what is happening in institutions, we do not know what is happening in those institutions which did not respond. Our findings should, therefore, be taken as descriptive of credit-bearing careers education provision at the institutions that responded to us rather than representing provision over the entire sector.

However, the overall response rates have been particularly affected by a very low response from the FHE colleges and the specialist colleges (19% and 25% respectively). This is significant in producing a low response rate as FHE and specialist colleges represent 65% of the total number of questionnaires sent out (256/394 institutions). Evidence from the key informant interviews and follow-up telephone enquiries suggests that the low response rates from FHE and specialist colleges reflect a very low rate of provision of credit-bearing careers education in these institutions. The overall response rates therefore may suffer from non-providers being more likely not to return the questionnaires and thus the returns may represent a higher proportion of the provision than the raw data suggest.

In terms of the universities and university colleges, the response rate for Questionnaire 1 was much higher (49% - 67 responses from 138 institutions). In telephone conversations with a sample of universities who had not returned the questionnaires, there was a high proportion who did not have credit-bearing provision. The results from the survey are therefore likely to be more representative of the provision than the raw data suggest.

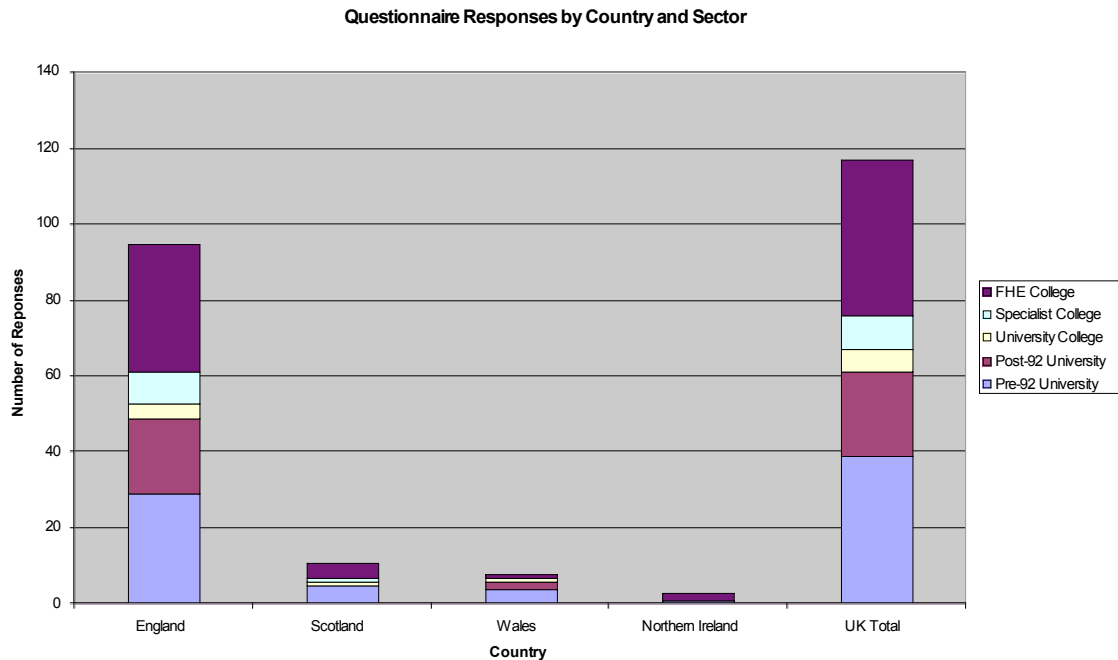
Of the total responses 95 responses were received from English institutions, 11 responses from Scotland, 8 from Wales and 3 from Northern Ireland (Figure 2.4). The pattern of responses by home country shows very low responses for FHE and specialist colleges across the board, with the highest response (both in total numbers and rate) coming from English institutions.

In England, there were 34/165 returns from FHE colleges and 8/30 returns from specialist colleges. The majority of responses received for both FHE colleges and specialist colleges came from England (34/41 for FHE colleges and 8/9 for specialist colleges). The response rate for the university sector in England was 50%.

The responses from Scotland included 6/15 questionnaires for universities (40%), 1/5 specialist colleges and 4/24 FHE colleges. For Wales, 7/12 (58%) universities returned Questionnaire 1 but we received only one return from the FHE colleges. In Northern Ireland, the numbers of institutions are small. Only one university responded and there were only two responses from the FHE Colleges (2/15). The conclusions from this research need to be read

in the light of these response rates and the sectoral and geographical patterns of response identified here.

**Figure 2.4 Graph of the Questionnaire Responses by Country and Sector**



The reader should also note that the institutional questionnaire was usually filled in by a careers adviser or head of careers. Some respondents commented that there were a number of credit-bearing careers education units in their institution, but that they were not aware fully of what was going on. Our coverage of some institutions is, therefore, rather "a best guess" than a comprehensive reliable description. The underlying difficulty seems to be that curriculum development is usually the responsibility of the disciplines and may not involve the Careers Service, who are often part of centralised student services. In many institutions there is limited linkage between the two and the careers service may be aware of provision only where they have been explicitly involved in its development. An additional aspect of this is that the quality assurance and academic standards processes within HEIs often do not involve careers staff in the validation processes for the programme and may not have explicit ways of informing the careers service if disciplines embed provision within programmes without reference to the service.

## ***2.4 The vignettes***

We identified a selection of CBCE provision to illustrate interesting practice from among our key informant interviews and the summaries submitted to us as part of Questionnaire 2. We included examples from across the different institutional sectors and the different countries of the UK in order to provide a broad selection, relevant to the maximum number of people likely to be reading our report. We built up the vignettes in co-operation with the relevant contact people in the different institutions. The resulting vignettes, sometime with personal contact details, are included in the main text of the report.

## **Section 3 The Institutional Scene**

### ***3.1 Introductory comments***

The results from the institutional questionnaires (Questionnaire 1, Appendix 1, pp.109-122) are presented in this section. Most institutions which responded to our survey returned the institutional questionnaire. However, six institutions (two pre-1992 universities, one specialist college and three FHECs) which offered credit-bearing careers education only returned the unit questionnaire. We have included those six institutions where possible in this section by drawing on information in the unit questionnaire and make it clear in the text where this has been done.

Throughout the text we comment on differences in responses according to various factors such as the institutional type and country of response. The full results of these cross-tabulations undertaken using the data analysis software are given in *Appendix 4 Cross-tabulations not included in main text* pp.135-221. In some cases, where the information can be displayed briefly, we include the information in the text. Please note that numbers for the countries of the UK, apart from England, are very small and so interpretation can only be tentative and suggestive.

### ***3.2 Institutional provision of credit-bearing careers education***

#### *Overall responses*

Of the 111 institutions which responded to the institutional questionnaire, 45 (41%) reported having some form of credit-bearing careers education. In Question 4 of the institutional questionnaire, we asked about the general nature of the credit-bearing careers education in the institution. Of the 45 institutions in this group, 28 (25%) institutions reported having some optional units of credit-bearing careers education. 33 (30%) reported having some compulsory units of credit bearing careers education. 13 (12%) reported having some stand-alone credit-bearing careers education.

Of the six institutions which reported having credit-bearing careers education only in Questionnaire 2, two reported on compulsory units, two on optional units and two did not answer this question.

Of the 66 institutions which reported NOT having credit-bearing education, seven (11%) reported that they intended to introduce it some time in the future.

### *Differences according to institutional type*

The numbers of those responding to our questionnaire by sector are shown in Figure 3.1. Our largest categories were, therefore, *Further and higher education colleges* and *Pre-1992 universities*, followed by *Post-1992 universities*. Figure 3.1 also shows that, of the institutions which responded, 51 institutions reported having credit bearing careers education while the remaining 66 institutions did not. This combined information is shown graphically in Figure 3.1. See section 2.3 *Response rates to the questionnaires: the extent and nature of our information*, p.15-18 for discussion of response overall by sector.

**Figure 3.1 Number of Institutional Returns by Credit-Bearing Careers Education**

Institution Type	Possible total per sector (100%)	Number of Questionnaire 1s returned (% of sector total)	Number of institutions offering CBCE (% of sector total)
Pre-1992 Universities	68	39 (57%)	19 (27%)
<b>Post-1992 Universities</b>	55	22 (40%)	18 (32%)
University Colleges	16	5 (31%)	2 (13%)
Specialist Colleges	36	9 (25)	6 (16%)
FHE Colleges	220	41 (19%)	6 (3%)
Total	395	117 (30%)	51 (13%)

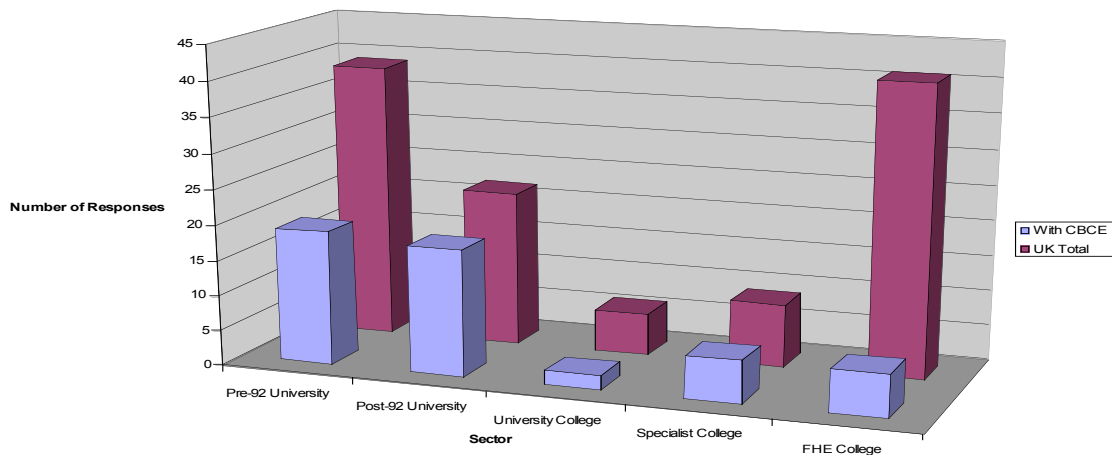
Of those institutions which provided credit-bearing careers education, less than half of the pre-1992 universities which responded offered credit-bearing careers education (19/39) whereas most of the post-1992 universities did (18/22). Only a small number of university colleges (2/6)



and specialised colleges (6/9) reported providing credit-bearing careers education. Of the 41 FHECs which responded only a small number (6) actually offered credit-bearing careers education. In these colleges, it appears, both from these data and the key informant interviews, that there is little credit-bearing careers education offered in the higher education programmes which might account for the low response rate from the sector.

Some of our key informants spoke about the difficulty of FHE colleges providing credit-bearing careers education. One spoke about the isolation of franchised colleges from her university college in terms of careers education provision. Another spoke about the small numbers of higher education students in most further education colleges, making it difficult to offer credit-bearing careers education. Another suggested that as his post-1992 university had little interest itself in credit-bearing careers education, there was little chance of its franchised colleges having such provision. One key informant who worked in a post-1992 university in England, said that most of her university's franchised colleges focused their careers provision through *Connexions* for a younger age-group and that older students were likely to receive little careers advice. Careers provision was viewed as a "bolt-on" to the main business of FHE colleges which is delivering academic courses. In addition, we would speculate that careers provision in FHE colleges is often individualised so there is little space for or a tradition of careers education located in curriculum.

**Figure 3.2 Number of Institutions with Credit-Bearing Careers Education Compared to Responses Overall to the Questionnaire**



It is interesting to note that the sectors which indicated the highest proportion of credit-bearing careers education were the post-92 universities and the specialist colleges. This may reflect the more vocational nature of the programmes offered by these institutions and/or a greater focus on teaching provision and student support. One of our key informants, from an English post-1992 university, suggested a further reason for the relative popularity of credit-bearing careers education in post-1992 universities:

These universities are interested in widening participation and introducing PDP because of the kind of students they have who need something of this nature. They are not courted by employers. It is more difficult for the students at new universities in the employment market.

One FHE college which does provide credit bearing careers education is Somerset College of Technology. Details are shown in Vignette 1. The study is an example of horizontal integration of credit-bearing provision i.e. it is delivered at one level but is offered across a number of different programmes.

### ***Vignette 1***

<b>Institution:</b>	<b>Somerset College of Arts and Technology</b>
<b>Award:</b>	<b>Foundation Degree</b>
<b>Unit Title:</b>	<b>Enterprise Culture and the Workplace Experience</b>
The college requires all foundation degree students to do a Stage 1 unit,	

*Enterprise Culture and the Workplace Experience* which is delivered flexibly over the two year programme. Each programme can adapt the unit to meet the requirements of its own discipline.

The unit overall aims to enable students to:

- gain confidence in networking and communicating in a professional context
- be culturally aware of the social interactions in their sector specialism and in other sectors
- develop skills of researching, reporting and synthesising material
- gain project management, people and team skills
- identify their personal level of attainment within business structures
- gain an insight into their sector specialism and the role of enterprise
- develop awareness of business and social enterprise structures
- identify the roles of managers and owners
- develop awareness of operational issues
- understand the customer experience.

The content of the *Enterprise Culture and the Workplace Experience* unit includes opportunities for students to attend workshops on entrepreneurial skills, costing and budgeting, relevant legislation, marketing and so on, as well as enabling students to learn from experience by undertaking work placements. At the end of the unit, the students should have:

Learned through Enterprise to:

- identify their strengths and weaknesses in relation to their chosen career aspirations
- match key enterprise competencies against their skill profile to create a personal development action plan
- reflect and synthesise their performance in the workplace against their personal action plan.

Learned about and prepared for Enterprise by:

- adopting skills and techniques to maximise their potential in future careers
- developing understanding in the realities of enterprise and the workplace and being able to describe and explain business structures and roles in the context of their chosen specialism.

An example of how this unit is adapted to individual disciplines can be seen in

the detailed instructions the students on the Foundation Degree in early Childhood Studies are given for their portfolio assessment. In the portfolio, the students are required to include a skills audit, an action plan, a reflective journal, a reflective essay, evidence of skills development and a project. The evidence of skills development should include material from other relevant subject units in the degree programme, observations of children and a Child Study.

The project is designed with the needs of Early Years service users in mind and students are encouraged to make use of their experiences of work to develop relevant ideas. Examples include setting up a resource library in a school to encourage home school partnerships; establishing a walking bus scheme for the journey from home to school, and planning a wrap-around-care service. The unit culminates in an oral presentation where students present their projects to an audience.

As well as these substantive related units, there are other generic units on Activity Planning and assessed oral presentations which the students can draw on.

For further information please visit the following website:

<http://www.somerset.webhoster.co.uk/quickstart/index.php?id=176>

Email: [enquiries@somerset.ac.uk](mailto:enquiries@somerset.ac.uk)

Tel: 01823 366366

### *Differences according to country*

The data show some differences by country in terms of institutions offering credit-bearing career education. In England a higher proportion of the post-1992 universities (45%, 17) than the pre-1992 universities (29%, 11) have credit-bearing careers education, with a small number of reported incidences from the other institutional types.

In the case of Scotland, the only credit-bearing education cases reported (2) are from pre-1992 universities. This confirms a comment made by one of our key informants that it is in pre-1992 universities in Scotland that credit-bearing careers education started and has the strongest hold and

that this was stimulated largely by the actions of one individual. Vignette 2 p.25, provides an example of credit-bearing careers education in a Scottish pre-1992 university.

In Wales, three of the cases of credit-bearing careers education reported were in pre-1992 universities and the two others were in post-1992 universities. The only case of credit-bearing careers education reported from Northern Ireland was in a pre-1992 university. Although numbers outside England are small, the data suggest a different pattern of adoption of credit-bearing careers education in the other countries of the UK with the pre-1992 universities figuring more prominently than in England. See p.171 for detailed cross-tabulations.

### ***Vignette 2***

<b>Institution:</b>	<b>University of Dundee</b>
<b>Award:</b>	<b>Undergraduate</b>
<b>Programme Title:</b>	<b>Career Planning and Internship Unit</b>

The University of Dundee College of Arts and Social Sciences offers a fully accredited unit in Career Planning to level 2 students. This practical unit is delivered by the University Careers Service with contributions from employers, trainers and other professionals. This is a 40 hour stand-alone unit and carries 20 credit points. Students get the chance to explore and gain skills in planning their future careers whilst achieving academic credit. The course covers:-

- Self Awareness - Personality and Aptitude tests
- Opportunity Awareness/Career choice
- Presentation skills
- Future Options
- Applications/CVs
- Interview and Selection Training

The course is continuously assessed with no formal examination.

Assignments are as follows:

- Job Study
- Presentation
- CV and Covering Letter
- Application Form

### Observed Interview

#### Personal Development Planning (PDP)

Students who completed the career planning unit in 2005 commented that:

*"It is the most helpful unit you will ever do".*

*"If you want to learn how to get the job you really want, do the Career Planning Unit".*

*"Will help a great deal in future career choices and should be given to everyone".*

Another fully accredited unit (20 level 2 credits) was introduced in 2005. The Internship unit is open to the same cohort of students as the Career Planning Unit and incorporates a 30 hour work placement alongside 20 hours of taught contact time. Successful placements included 10 Downing Street, a variety of voluntary and youth organisations, political research roles (including the office of Ming Campbell) and teaching placements. The feedback from students and employers has been excellent. Students complete a reflective placement log, PDP, CV and presentation by continuous assessment with no formal examination.

For further information please visit the following website:

<http://www.dundee.ac.uk/careers/casmodules/careerplanning.htm>

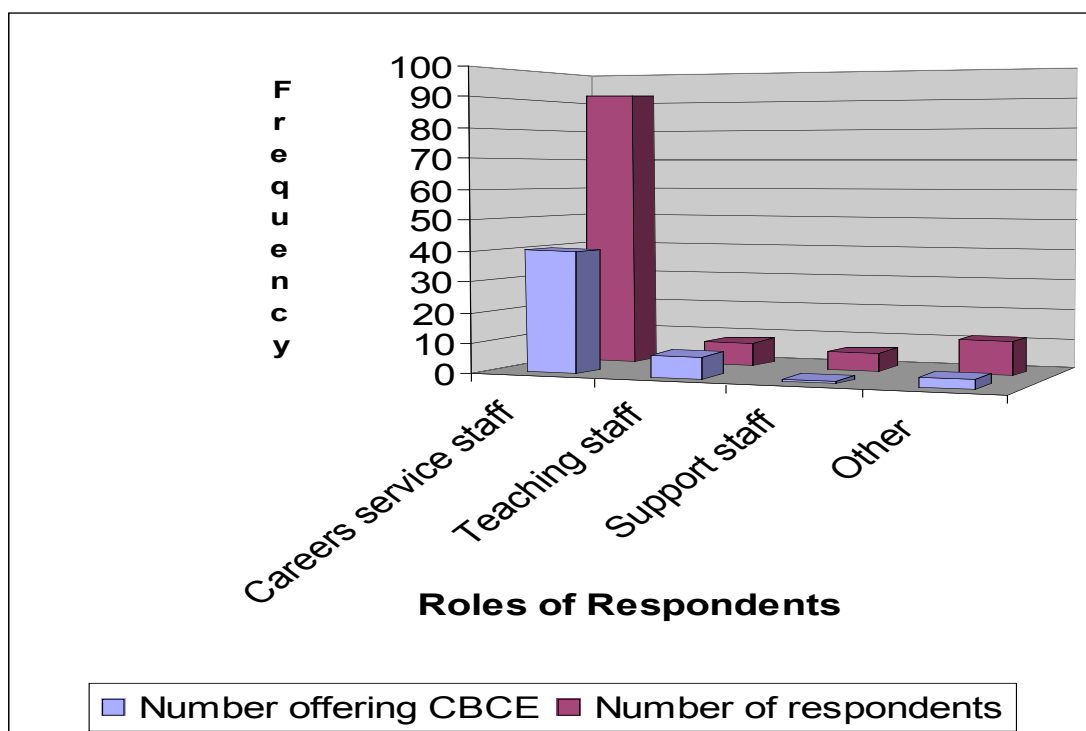
### *Roles of respondents*

In institutions offering credit-bearing careers education, the vast majority of those responding (and pro rata to the number of overall responses) were careers services staff (see Figure 3.3 and Figure 3.4), reflecting the fact that the questionnaires were addressed to the head of careers (or head of careers/head of higher education, in FHE colleges). Most of the other responses from institutions were completed by academic staff teaching on the programmes. See p.135 and p.136 for cross-tabulations. In the unit questionnaire, the situation is different (pp.63-64) because the unit questionnaire was distributed to the people in each institution who had been involved in the development of the unit and/or were teaching on the unit.

**Figure 3.3 Institutional Roles of Respondents**

Role	Number of Respondents	No. offering CBCE.
Careers Service Staff	92	40
Academic/Teaching staff	8	7
Support staff other than careers	6	1
Other	11	3
Total	117	51

**Figure 3.4 Graph of the Respondents' Roles in Institutions Offering Credit-Bearing Careers Education**

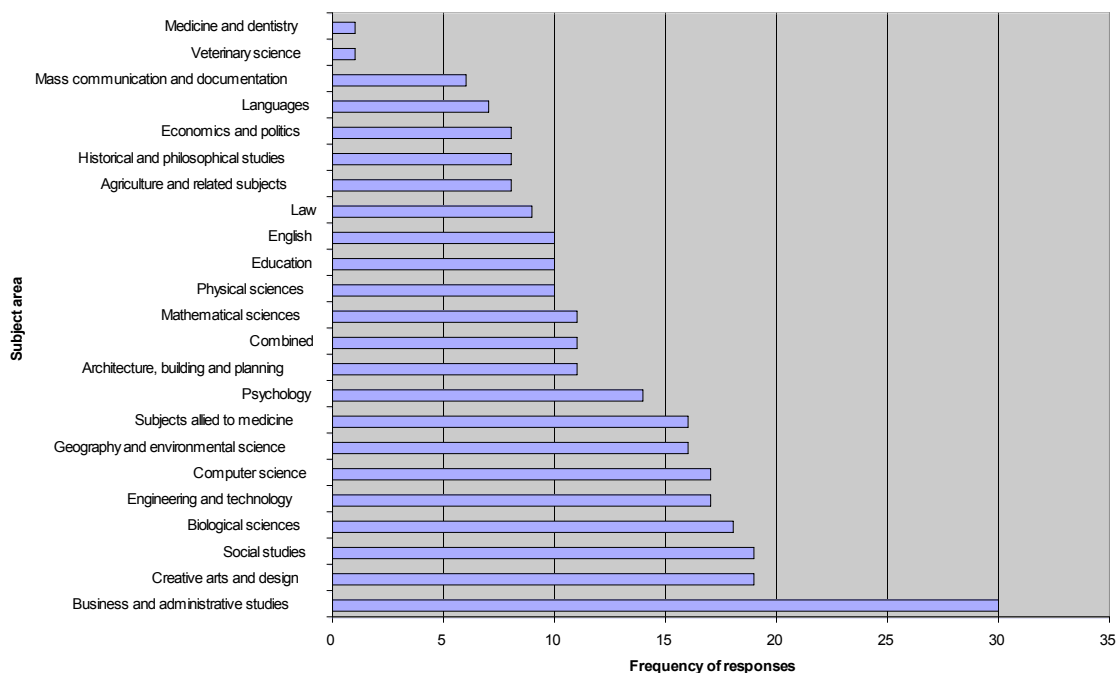


### ***3.3 Subject areas and credit-bearing careers education***

We found the following numbers of credit-bearing careers education units in different subject areas (Figure 3.5). Care needs to be taken in interpreting this data. For example, high numbers in a particular subject area may indicate that the subject area is particularly suitable to credit-bearing careers education (for example art and design) or that there tends to be a

large number of courses in that subject area because it is very popular (for example business). The data also indicate very low returns for the subject areas which could be classified as traditionally vocational (for example, veterinary science, and medicine and dentistry). Such low returns may reflect the small number of programmes in these areas or may indicate that career planning, which is inherent in vocational programmes, has not been interpreted as 'credit-bearing careers education' rather than there being no integral provision in these programmes. There may also be an assumption in vocational areas such as medicine, dentistry and other health professions, that there is no need for credit-bearing careers education as by choosing such courses, students have already made their main career choices. With changes in health budgets and the volatility of workforce planning seen in areas such as nursing recently, there remains a question about the nature of careers education for these subject areas.

**Figure 3.5 Credit-Bearing Careers Education by Subject Area**



Other areas with fairly low returns include some of the more established academic subject areas such as economics, history and English. It is possible that these areas see credit-bearing careers education as intrusive, time-consuming and an additional burden on an already crowded curriculum. In some cases, our key informants reported difficulties in implementing credit-



bearing careers education in courses where the curriculum was already overcrowded as in the case of programmes which had professional society requirements such as law and psychology. The receptiveness of a discipline to credit-bearing careers education may reflect the perceptions of the purpose of a higher education programme and its link to employability. The correspondingly high rates of incidence of credit-bearing careers education in other discipline areas may also reflect a view of careers education as part of a deficit model - where those programmes of 'lower academic status' which attract students with lower entry qualifications see embedded credit-bearing careers education as a way of boosting the employment chances of less advantaged students. This maybe a controversial view of what is happening but one which was reported by some of the key informants and in discussions we had with the sector as the data set developed.

Another aspect of the discipline data which might account for the very low returns in some subject areas is the definition of credit-bearing careers education and the current use of the term 'employability' in curriculum design . We tried to mitigate the effects of this by careful definition of the terms in the research design. In the letter which accompanied the questionnaires, we defined 'credit-bearing careers education' as:

**credit-bearing** to mean courses that are assessed and count towards the final award either in terms of grades received at the end of the unit/module or in terms of being one of the constituent courses in the programme which may be assessed by final examination; and

**careers education** to mean some form of course which seeks to position and prepare the student for the next stage in their career. We are interested in units/modules where there is conscious development among the students of awareness of career opportunities or reflective capacities. This may take a variety of forms. It may be a traditional careers course or it may focus on employability skills or may be allied with personal development planning etc. It may be part of professional/vocational training where the learning outcomes are specifically designed to develop employability in the students.

Despite this careful definition, there may have been some under-recording of programmes due to the variety of terms that have over-lapping meaning in common usage. One specific example of this is the rise of the employability agenda. The fact that graduate employability is one measure included in the presentation of the performance of HEIs through the unofficial league

tables published by the media, may account for the finding that many institutions reported a move towards making employability a more explicit part of the curriculum offer. This is the case in particular for programmes other than the traditional professional vocational pathways such as medicine, law or education.

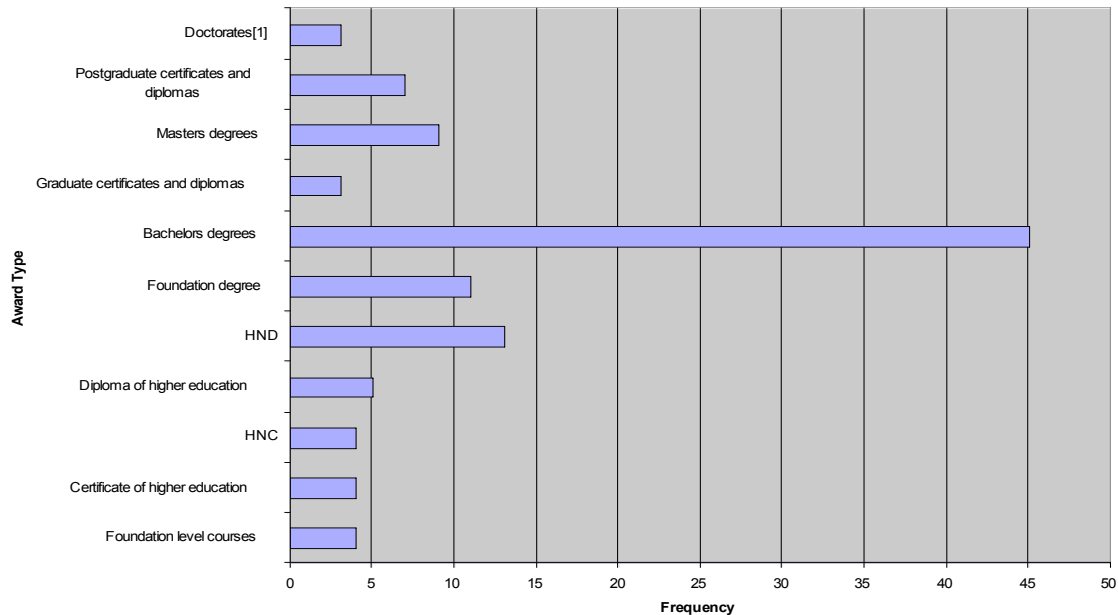
In terms of subjects and institutional types, there are not any particular subject differences in most cases. However, in (1) Law, (2) Business and Administration and (3) Arts and Design there is a slightly greater tendency for credit-bearing careers education in these subject areas to be located in post-1992 universities.

In the case of the specialist colleges, three out of the five cases of credit-bearing careers education are in Arts and Design with one in Business and Administration and another in Architecture, Building and Planning. This finding should be approached with caution as the numbers involved are low - only five cases - and to some extent are a reflection the specialization of the colleges. See p.136 for detailed cross-tabulations.

### ***3.4 Type of awards containing credit-bearing careers education***

In the 51 institutions offering credit-bearing careers education, Bachelors degrees had the highest number of courses (45) (Figure 3.6). There were relatively small numbers of programmes below the level of a Bachelor's degree which had credit-bearing careers education. These data were surprising as the evidence from the key informant interviews, the programme data and the vignettes suggested that much of the provision took place at these levels. It is possible that there is under-recording of data in foundation level, certificate of higher education and diploma of higher education programmes as these may have been seen as exit points within bachelors degree programmes.

**Figure 3.6 Award levels of Credit-Bearing Careers Education**



We only had 11 reported incidences of credit-bearing careers education in foundation degrees. This is also surprising as explicit careers education is part of the requirement for foundation degree courses. The guidance on the development of foundation degrees states that employers should be involved in both their design and regular review. Accredited workplace learning should be incorporated into their design and the programme should offer vocational units which explain how enterprises work, and promote self employment. One element of the assessment in foundation degrees should include the record of achievement and individualised career plan evidenced through transcripts and personal development portfolios. As there are 2720 programmes listed on the Foundation Degree Forward website (accessed 15<sup>th</sup> May 2006) and we had details returned about 11 foundation degrees which contained credit-bearing careers education, this indicates that either programmes which explicitly include such provision were excluded by the respondents as it had not been embedded voluntarily by the team or the respondents were unaware of the provision. One of our key informants illustrated the type of confusion which might have existed more widely. She indicated uncertainty about whether to include a description of the foundation degree provision in her interview as she was not sure if the content which included business, communications and employability skills as well as a knowledge of the industry was relevant to our research.

*Vignette 3* describes the provision for one foundation degree at a University. This provision was not known about by the careers staff who

completed the institutional questionnaire, a situation which is not uncommon. This lack of integration of careers staff in the validation processes for new awards increases the difficulty of getting a clear picture of the extent of the existing embedded provision. Please note that Vignette 1 also provided an example of credit-bearing careers education in a foundation degree.

### ***Vignette 3***

<b>Institution:</b>	<b>University of Southampton</b>
<b>Award:</b>	<b>Foundation Degree Arts</b>
<b>Programme Title:</b>	<b>Youth Work</b>

The foundation degree qualification, introduced in 2000, was a government-led initiative to develop awards which improve employability, enhance effectiveness at work and provide professional and academic qualifications. The FdA Youth Work at the University of Southampton, which has been running since January 2004, was developed by a consortium of university staff and local employer organizations including local youth services and voluntary organisations.

The curriculum development was informed by the National Occupational Standards for Youth Work and was professionally validated by the National Youth Agency. The programme is built around the knowledge, understanding and skills that youth workers require to work effectively in public, private and voluntary sector settings. It develops the students employability through:

- involvement of the main employers in curriculum design, work-based learning, and programme management and review;
- being an accredited programme recognized by the National Youth Agency;
- 25% of the programme being delivered through work-based learning at each level;
- units which are delivered at the University including embedded elements of work-related learning and assessment;
- work-based learning assessments which are recorded in a portfolio of evidence; and
- students receiving a transcript of their achievement to take to employers at their exit point.

### **Work-Based Learning(WBL)**

All students on the programme must be working in a youth work setting either as part of paid or voluntary employment. At each level of the programme, the students undertake a double unit (30 credits) of WBL entitled "Developing Professional Practice". These units enable the students to develop the skills of working as reflective practitioners and provide a supportive environment for the students to demonstrate their skills as youth workers in a range of settings. The assessment is based on a structured set of tasks through which students demonstrate competence in the work skills required by the National Occupational Standards, and a reflective statement at each level which allows them to show developing maturity as a reflective practitioner.

In other units, taught at the University, the specifications indicate the National Occupational Standards that are being met through the learning outcomes. Many of the assessments are based on work-related issues and enable students to locate their academic learning in practice.

In these ways, and by the tutor team working very closely with employers, the programme provides embedded careers education as the students gain a thorough knowledge of youth work in a number of settings. They also gain an awareness of the work of other professionals through the 'Inter Agency Working' unit which explores the challenges of partnership work.

The programme is sensitive to the changing nature of services for children and young people, and incorporates examples of new ways of working with young people to enhance students' appreciation of the evolution of their chosen profession. The whole programme is also underpinned by the delivery of the key skills described in the QCA (2001) Code of Practice.

For further information please see:

<http://www.soton.ac.uk/prospectus/ugc/1577.html>

*It is interesting to note a number of credit-bearing careers education courses at postgraduate level, including at doctoral level. One example of such a unit is at the University of Hull (*

Vignette 4) which describes provision integrated into the postgraduate training scheme. The increase in the provision of formal postgraduate training on doctoral programmes and the increased diversity of research degrees including taught doctorates may lead to an expansion of the need for postgraduate provision of credit-bearing careers education. Readers of this report might also find the HECSU commissioned research project into *Employability and career progression for full-time, UK-resident Masters students* undertaken by Bowman, Colley and Hodgkinson (2005) relevant.

#### ***Vignette 4***

<b>Institution:</b>	<b>University of Hull</b>
<b>Award:</b>	<b>Postgraduate</b>
<b>Unit Title:</b>	<b>Career Management Skills for Research Students</b>
<b>Aims and Distinctive Features:</b> This <i>Postgraduate Training Scheme</i> unit aims to provide students with an awareness of, and training in, the skills required to successfully commence and then develop their careers after finishing a research degree. The unit is delivered online and includes presentations with audio, video clips and an online group exercise. Unit assessment is based mainly on a reflective portfolio built up from reflective submissions produced at the end of each stage of the unit. The unit carries 20 credit points.	
<b>Learning Outcomes:</b> Upon completion of the unit students should be able to: <ul style="list-style-type: none"><li>• critically evaluate factors underlying changes in the world of work, including environmental and ethical issues, and identify the skills required to face these changes;</li><li>• research and appraise employers and employment opportunities, including self-employment, and other career options including further study;</li><li>• critically evaluate their skills, in particular those developed whilst undertaking their research degree, in relation to the requirements of the workplace and</li></ul>	

present evidence of them in both written and verbal form;

- have a comprehensive understanding of recruitment techniques including the role of psychometric testing and other individual and group assessment exercises; and
- demonstrate self-direction and originality in planning their activities to successfully manage their careers.

Although the general format of the research unit is similar to the undergraduate unit, the content is very different. Employability skills are considered in greater depth and include additional skills related to a research degree, e.g. project management. The unit helps students to look outside their specific research area with respect to career opportunities, assisted by former research students who provide advice online.

For further information, please contact Steve Hanson, Careers Service, University of Hull, Hull HU6 7RX (e-mail: [s.w.hanson.ac.uk](mailto:s.w.hanson.ac.uk)).

In terms of differences according to institutional type in the awards containing credit-bearing careers education, there were few variations although we do see a slightly greater increase of involvement of pre-1992 universities in the higher award levels. In the case of lower level awards, there were only a few cases of credit-bearing careers education reported to us. Those reported are distributed among all types of institution, apart from pre-1992 universities. In the case of HNDs, the pattern is similar to the above qualifications, but there is a relatively large number in post-1992 universities. This perhaps signifies the large numbers of HND awards offered by post-1992 universities in combination with their greater focus on credit-bearing careers education in comparison with other institutional types. Foundation degrees are the first level at which we see pre-1992 universities engaged in credit-bearing careers education in the data reported to us. Other cases of credit-bearing careers education in foundation degrees are distributed between the other institutional types, but in such small numbers that we cannot discern any pattern. We should reiterate our point that we strongly suspect that institutional involvement in credit-bearing careers education in the case of Foundation degrees has been under-reported.

Bachelors degree level is the most common level of award for credit-bearing careers education reported to us and provision is distributed across all

institutional types. At bachelor level, pre-1992 universities are as engaged as any other type of institution. At graduate and postgraduate certificate and diploma level as well as masters there are too few cases of credit-bearing careers education to make much comment, although we should note that specialized colleges seem to be active at this level, perhaps because of their awareness of market competition and tendency to be vocationally specialised. The two cases of doctoral level credit-bearing careers education are in pre-1992 universities, perhaps reflecting their greater focus on doctoral study in comparison with other institutions. See p.137 for detailed cross-tabulations.

In terms of country differences, England and Wales have the most variety in awards to which credit-bearing careers education is attached. In contrast, Scotland and Wales only have credit-bearing careers education attached to bachelor level awards. This may reflect the very small numbers of cases offered in our data by Scotland and Northern Ireland (2 cases and 1 case respectively), but it may also be a result of the organisation of the awards in their higher education systems (see p.137 for detailed cross-tabulations).

### ***3.5 Information about specific units offered***

In Question 8 of the institutional questionnaire, we asked for specific information about particular units offered by each institution.

#### *Total numbers of courses provided by institution*

Of the 45 institutions which responded to the institutional questionnaire, 16 reported having one unit, four reported having two units, three reported having three units, seven reported having four units, two reported having five units, seven reported having six units or more. Six did not itemise how many units existed in the institution. This is likely to be an under-reporting of existing provision, given that those completing the institutional questionnaire might not be aware of all provision in their institution and given that some institutions with large numbers of unit with credit-bearing careers education may have found it an onerous task to report on all units.

There is a slightly greater tendency for post-1992 universities to offer a larger number of units than pre-1992 universities, but this is only a slight



tendency and all of the institutions are probably under-reporting what is available.

**Figure 3.7 Number of Credit-Bearing Career Education Units in a Single Institution by Institutional Type**

	Institutional Type					
	Pre-1992 University	Post-1992 University	University College	Specialised College	FHE College	Total
1 or 2 units	9 (53%)	5 (36%)	2 (100%)	2 (67%)	2 (67%)	20 (51%)
3 or more units	8 (47%)	9 (64%)	0 (0%)	1 (33%)	1 (33%)	19 (49%)
Total	17 (100%)	14 (100%)	2 (100%)	3 (100%)	3 (100%)	39 (100%)

In the key informant interviews, we received varied reports of the level of provision available. In one post-1992 university, the head of careers reported to us that integration of careers education into the undergraduate curriculum was a part of academic policy and that about 90% of their undergraduate degree programmes had a credit-bearing careers education component at the moment. In one pre-1992 university, our key informant reported that credit-bearing careers education was widespread throughout his university. In contrast, in another key informant interview, the head of careers in a further education college offering some higher education reported that his institution offered one unit of credit-bearing careers education to Level 2 students and that they were only able to do this because they had a relatively high number of higher education students for a further education colleges and so were able to provide the staffing to run the course. One key informant in Wales reported that in his university there was not currently any credit-bearing careers education.

Overall awareness of the range and extent of career planning education available in individual institutions is still fuzzy and being worked on in several institutions. One of our key informants reported that they had just recently carried out an audit of careers planning at his post-1992 university and that this audit had highlighted the many different models available, most not accredited. Several other people that we spoke to in the course of the survey told us that their institution was soon going to institute an audit of career planning education or was thinking about doing so.

Before her interview, one of our key informants did a search for the credit-bearing careers education available in her institution and found several relevant new courses which she had not been aware of before in addition to a wide variety which she had already known about. She said that there were several new foundation degree courses which she did not know much about:

There are quite a lot of new units at [institutional name] because of the expansion of foundation degrees. They are called things like *Reflections on Work, Learning through Work*. They look very good in terms of career planning, but I don't know a lot about them.

This quote strengthens our belief that there was an under-reporting of foundation degree provision.

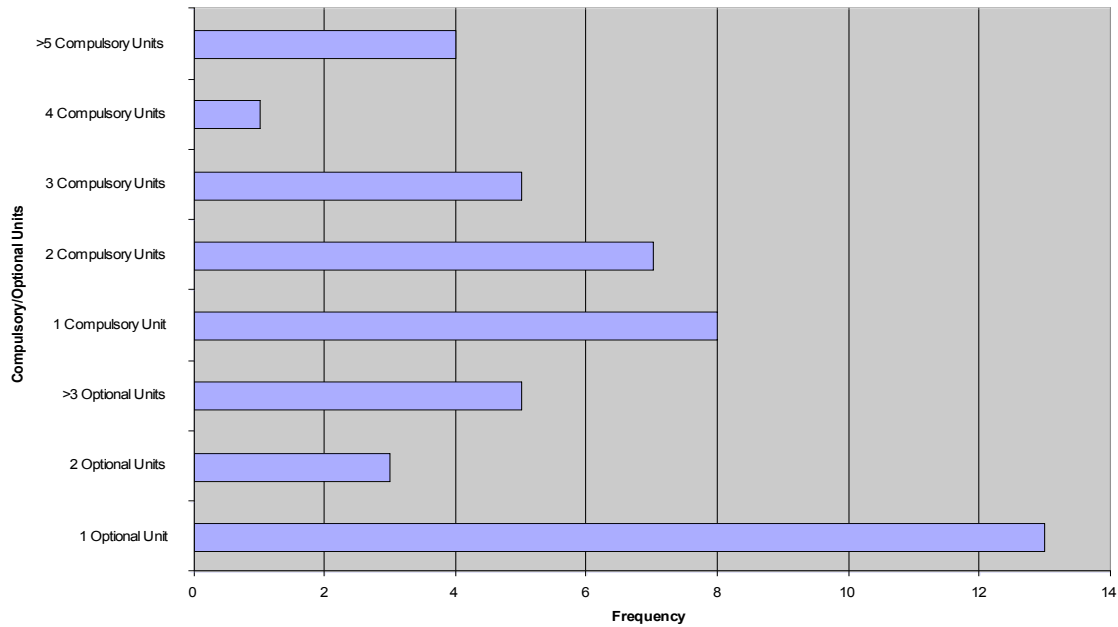
### *Compulsory and optional courses*

In 38 of the 51 institutions having credit-bearing careers education, the majority of units offered were compulsory (83) while 43 were optional. The graph in Figure 3.7 shows the number of different units offered in institutions. These figures do not indicate how many are available to students on particular courses. Five institutions did not complete the question relating to the details about course unit (Question 8) and an additional three institutions did not answer the question asking whether the units were optional or compulsory.

Of the 45 institutions which responded to the institutional perspective questionnaire, eight reported having one compulsory unit, seven reported having two compulsory units, five reported having three compulsory units, one reported having four compulsory units, five reported having two compulsory units and four institutions reported having more than five compulsory units. Thirteen institutions reported having one optional unit, three reported having two optional units and five institutions reported have three or more optional units.

Overall the most common provision reported was for there to be one unit which was either delivered as a compulsory or an optional unit within programmes. This suggests that even where credit-bearing careers education exists it is not integrated fully into the curriculum but exists as a separate optional or compulsory unit within the programme.

**Figure 3.8 Compulsory and Optional Units**



There do not appear to be any differences between institutional types in the proportion of optional and compulsory units offered.

### ***3.6 Shape of the provision***

#### *Types of provision*

We found a wide variety of provision of credit-bearing careers education. The following types were found:

1. Complete free-standing unit of largely generic careers education, as part of HE programmes (e.g. Vignettes 1, 4 and 5)
2. Generic careers education integrated into HE programmes as **part of** units (e.g. a Personal Development Planning unit) (e.g. Vignette 9)
3. Provision tailored to target disciplines and integrated into programmes as **an entire unit** (eg Vignette 2, 7 and 10)
4. Provision tailored to target disciplines and integrated into programmes as **part of** a unit (eg Vignette 11)

5. Provision fully integrated into, or mapped onto units of HE programmes (e.g. work-based learning unit) (eg Vignettes 3, 6 and 8)

### *Who delivers the provision*

Of the 51 institutions which reported having credit-bearing careers education, careers advisers were involved in delivering some or most of the provision in 33 cases. Discipline specialists were involved in 32 of the cases. Discipline and career staff together delivered provision in 29 cases. Employers were involved in 21 cases. Students' services staff (other than careers) were involved in only a small number of cases (five). Alumni were involved in 13 cases. In a significant number of cases the units are taught by a combination of people.

The results from the questionnaire indicate that little of the provision was delivered solely by academic staff without the involvement of careers staff. This is likely to be an under-reporting of incidences of careers education being delivered by academic staff as the questionnaires were mainly filled in by careers advisers who would not necessarily know what they aren't involved in.

Our key informant interviewees described a wide variety of systems of delivery. One of our key informants from a post-1992 university in England discussed a complex and well-developed pattern of provision in his institution:

The University has a policy that all undergraduate courses deliver Career Management Skills (CMS). We have academic colleagues who are champions of careers education around the university. Many have been around for a long time. If tutors leave, there is a big issue of meeting new ones and training them. Careers advisers will deliver some sessions and help with some assessment. We can co-mark 10% to give tutors an idea of what we are looking for. There are three ways of delivering CMS. Route A is where tutors receive a webCT unit from us for them to teach. With Route B we work on the unit together, enhancing activities they are already doing. Route C enables tutors to show by means of the quality template that all learning outcomes are met within their curriculum - few choose this option.

Each careers adviser has a faculty to liaise with regarding Career Management Skills. It is the responsibility of the careers adviser to develop effective links with course

tutors. They will provide tutors with all the information they need, all the materials - assignments, student notes, assessment criteria, marking criteria which they work out with them. We have learning outcomes that need to be met through the unit. We encourage tutors to deliver CMS units in Level 2. Sometimes there are interventions in Level 3. Most of the delivery is undertaken by tutors with support from careers advisers.

We have to keep working to make sure that we know if there is a drop in service provision or gaps developing - regularly evaluating CMS. Attitudes to this unit can vary - some tutors are very keen to be involved and others see it as a chore. Heads of departments choose who delivers careers courses.

The importance of the link with academic colleagues cannot be stressed too strongly. We have strong links with academic departments. We are also trying to build a relationship with Deans and heads of departments to bring more champions through the system.

Another key informant from a pre-1992 university reported a system of partnership in his institution:

Delivery, in most sessions, is by partnership or co-delivery. In some sessions the careers adviser leads and in some the academic does. Sometimes it is an employer or alumni. ... Academics are involved to a variable extent according to the person and disciplinary area. All the marking is done by academics because it is good for departments to have ownership over degree content. Also the careers service could not do all the marking.

Another key informant reported that various individuals delivered credit-bearing careers education in her post-1992 university. Careers staff, disciplinary tutors, employers and representatives of professional associations might all be involved as appropriate to the particular case.

In one interview, involving a specialised art college, the key informant reported that one of their career planning courses was delivered by a combination of academics, careers staff and artists. She reported about another unit that the business studies tutor, who was also an artist, delivered much of the career planning element while she herself led on the employability and presentation skills. The college invited an advertising agency to come in to help them assess the course. This:

... covered a lot more than me assessing their presentation skills as the people feed back to students about what it is like to work in industry, what they liked about their work etc. It was a really good day.

The advertising agency also take the students on work experience.

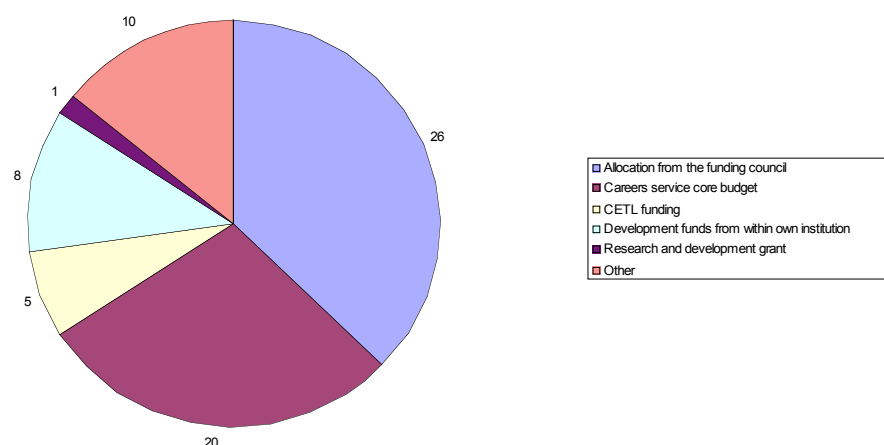
In a Scottish pre-1992 university, the key informant reported that employers were going to run mock interviews for their students.

### *Funding the credit-bearing careers education*

Of the 45 cases of credit-bearing careers education reported to us in Questionnaire 1, a variety of funding sources were reported as shown in the pie chart in Figure 3.9.

Most of the programmes are funded through the allocation from the funding councils which is then distributed by the institutions either to the discipline or to the careers service. In England, significant money has been allocated to a number of institutions through the CETL Funding (Centres of Excellence in Teaching and Learning). These projects are listed in Figure 2.2. Eight responses indicated that the credit-bearing careers education was run with funding allocated through development funds provided by the institution. Only one case cited a research and development grant. "Other" sources included regional initiatives, various types of internal institutional funding, *Aimhigher* and specific project funding.

**Figure 3.9 Funding Sources for Credit-Bearing Careers Education**  
(numbers indicate the number of responses)



Apart from all CETL funding being within the university sector (pre-1992, post-1992 and university colleges), there do not seem to be other differences in funding.

In terms of country differences, credit-bearing careers education in English HEIs have a diverse range of funding sources, principally the funding council (23 cases), the careers service core budget (18) and development grants from within the institution (6). Five institutions also receive CETL funding. Responses other than the ones we offered to this question included "learning and teaching strategy funding", "funding by the Department of Trade and Industry" and "don't know".

In Scotland, although it was unclear about one response, funding (in the two cases we have) appeared to come from the Scottish Higher Education Funding Council.

In Wales, there was again a more diverse pattern of funding with two institutions reporting funding from the Welsh Funding Council, two from the Careers Service core budget, three from development grants within the institution.

In Northern Ireland, the one case which reported credit-bearing careers education to us reported funding from the faculty or recurrent budget.

These findings tally with the information given to us in the key informant interviews as reported in Chapter Two of this report where a Scottish key informant said that in Scotland there was no equivalent of the large funded projects such as the CETL projects in England, and that there was a more distributed model of funding.

There are also some relationships in our data between location of the careers service and funding. Where the careers service is located in student services, funding comes from a variety of sources. However, when the careers service is located in central administration, funding comes from an allocation from the Funding Council (4/5 cases), careers services core budget in 2/4 cases and from development funds from within the institution in 1/5 cases. All four cases of funding for the credit-bearing careers education from CETL projects go to careers services which are located in student services (see p.182 for detailed cross-tabulations).

#### *Age groups targeted by the credit-bearing careers education*

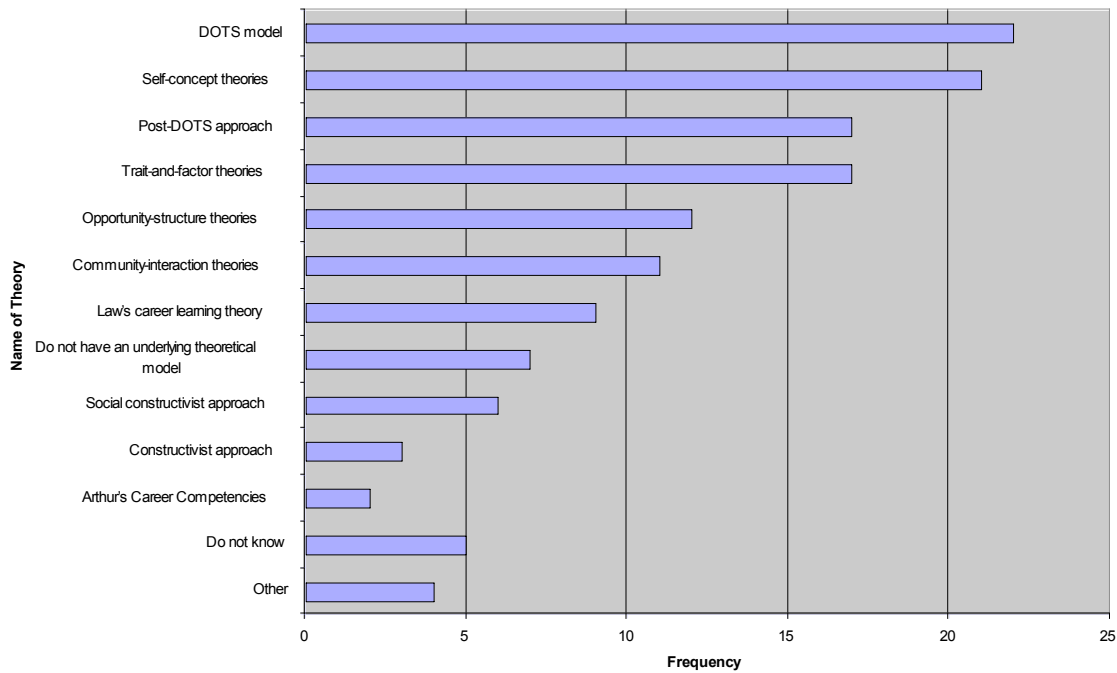
This question was included to see whether there was any age differentiation by target age of student population. Possible scenarios suggested in discussions with key informants and the advisory group had suggested that we might find provision targeted at "young students" (18-21 year olds) seeking a first job or "mature students" either seeking a career change or career enhancement. In fact, this question yielded little useful data and most commonly, in 37 cases out of 45 reported in Questionnaire 1, credit bearing careers education was not targeted at any particular age group. Questionnaire 2 did not address the issues of age groups targeted.

#### *Theoretical models underpinning credit-bearing careers education*

A wide variety of careers theories and frameworks underlie much of the credit-bearing careers education described in the institutional perspective questionnaire. See Figure 3.10



**Figure 3.10 Theories and Frameworks Underpinning Credit-Bearing Careers Education**



Most common were the aspects related to the DOTS model of careers education (22 cases) and post-DOTS variations (17), with some units focusing more on one or other aspects (e.g. trait-and-factor theories) of this model. Five respondents were unaware of the theoretical approach underlying their credit-bearing careers education and a few said that there was no underlying theoretical model. The data seem to suggest a greater underpinning of practice by frameworks such as the DOTS model than by learning theories. However, even the DOTS model is adopted by less than half of the 45 respondents to this question.

In several cases, post-1992 universities are more likely than pre-1992 universities and other institutional types to have a credit-bearing careers unit underpinned by one of the theoretical approaches we suggest (trait and factor theories, opportunity-structure theories, community interaction theories, DOTS model, post-DOTS model, Law's career competencies, social constructionist approaches).

In only two cases (self-concept theories and constructivist approaches) do pre-1992 universities have more cases than post-1992 universities.

In a few cases, universities claim not have an underlying theoretical model (4 cases or 24% for pre-1992 universities and 1 case or 6% for post- 1992 universities) or claim not to know what the underlying theoretical model is (1 case or 6% for pre-1992 universities and 3 cases or 17% for post-1992 universities).

We can only speculate about why post-1992 universities have chosen more categories. It could be that those completing the questionnaire are more aware of the theories that underpin the credit-bearing careers education they offer. It could be that the units are designed with more awareness of underpinning theories and frameworks in mind. On the other hand, it could be that they are ticking the boxes and selecting any theoretical approaches they have heard of - this aspect would bear further detailed research. See p.146 for details of the cross-tabulations.

Vignette 5 provides an example of a credit-bearing careers unit underpinned by a theoretical framework.

### ***Vignette 5***

<b>Institution:</b>	<b>Writtle College</b>
<b>Award:</b>	<b>Elective unit within undergraduate degree schemes</b>
<b>Unit Title:</b>	<b>Career Development</b>
<p>The traditional DOTS (decision-making, opportunity awareness, transition learning and self awareness) career education model has been successfully applied in many educational contexts. However, it has received recent criticism from feminist, multicultural and social constructionist perspectives. It has also been suggested that the model relies upon an oversimplified approach to identity and opportunity attainment.</p> <p>The essence of newer approaches is that students cannot be considered empty vessels into which a particular model, or way of looking at careers, should be poured. Instead it is recognised that students encounter career education equipped with preconceptions drawn from their immediate environment and the mass media. Consequently, career education can be designed to help students reflect on this, construct their own models, and thereby create the grounds for authentic career actions.</p> <p>In this example of credit-bearing career education at Writtle College,</p>	

students undertaking a 15 credit unit in career development are introduced to a range of concepts drawn from career development theory. A vocational role of their choice is researched using a range of sources from books to everyday media. A field visit is then undertaken in order to meet an occupant of the role. The outcomes are fourfold:

1. a deepened understanding of career development as a result of considering which theory (or theories) aid in interpreting a vocational role;
2. the replacement, revision or reinforcement of pre-existing ideas;
3. a fuller understanding of the role and its social field;
4. the carrying out of actions (such as researching careers information and talking to relevant people) that assist in career progression.

In this practice, conventional career education models are set aside in order to enable students to apply and evaluate their own ideas, thus offering students a richer and more direct engagement with knowledge and theory as researchers of their own lives.

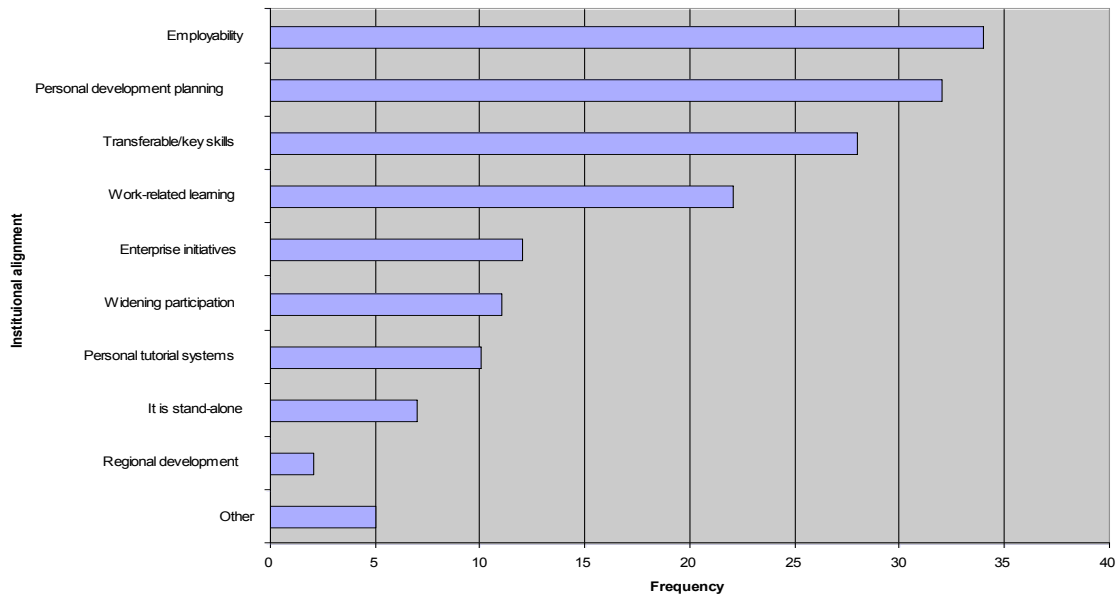
For further information, please contact:

Phil McCash, School of Continuing Education, London Road, The University of Reading, RG1 5AQ. Tel: 0118 378 8347.

### *Institutional alignment of the credit-bearing careers education*

The purpose of this question was to see which of the current government policies were informing, or being linked to, the development of credit-bearing careers education. In the institutional questionnaire, the most popular alignments are with employability (34 cases), personal development planning (32) and transferable/key skills development (28) (see Figure 3.11). These categories relate most closely to current educational enhancement initiatives being embedded in guidance documents from QAA and the funding councils. The work of ESECT (Enhancing Student Employability Skills Coordination Team) on embedding employability has been well-publicised and institutions will be aware of this and similar work that has been undertaken in recent years. Only a few cases (five) stand alone without connection to the important policy themes in the university. A significant minority (12) are related to enterprise initiatives.

**Figure 3.11 Institutional Alignment of Provision**



The unit questionnaire did not address the issue of institutional alignment.

In only one case, that of institutional alignment of credit-bearing careers education with widening participation does there appear to be a difference according to institutional type. In this case, only 2 cases or 12% of credit-bearing careers education in pre-1992 universities are aligned with widening participation while in the case of post-1992 universities, there are 6 cases or 33% aligned in this way (see p.152 for details of the cross-tabulations).

Vignette 6 provides an example of credit-bearing careers education where it is closely aligned with central and statutory university obligations as regards Personal Development Planning.

### ***Vignette 6***

<b>Institution:</b>	<b>University of Luton</b>
<b>Award:</b>	<b>Undergraduate degrees</b>
<b>Unit Titles:</b>	<b>Personal, Professional and Academic Development Units and Personal Development Planning Units</b>

The University was one of the first to introduce a Career Development Unit (CDM) as part of the Enterprise in HE initiative. The CDM was an

accredited, assessed, full unit in Year 2 of degree programmes, open to students from any discipline but restricted to an intake of 120 per year due to limited Careers Service resources.

In 2001-2 a working group (including a careers adviser) started to review the University's overall employability provision, and to revise the curriculum to address the linked issues of access, success on course and progress beyond HE. A further driver for change at that time was the need to meet statutory obligations under the government's Progress File/Personal Development Planning agenda. New core units were designed for Year 1 which integrated personal, professional and academic development (PPAD) and were compulsory in all subject areas. These PPAD units develop a range of study skills and life-career-related attributes.

The generic CDM has now been subsumed into more subject-specific Personal and Career Development units in Year 2 of degree programmes, based on the theoretical framework provided by the CDM. These units are supported by online tutorial materials developed by the Careers Service, and situated in Blackboard (our Virtual Learning Environment) and involve a blended learning approach. They are linked to PDP, owned by the subject departments and usually co-delivered by academic and careers staff with occasional contributions from employers and/or professional associations.

This changing approach has led to the need for staff development so that academics become familiar with the underpinning theories, tools and learning, teaching and assessment approaches. Ways of linking PDP to the final year project or dissertation are also being explored. These needs are currently being addressed through various initiatives and projects coordinated and supported by the University's Centre of Excellence in Teaching & Learning (see [www.luton.ac.uk/bridgescetl](http://www.luton.ac.uk/bridgescetl) ). The Senior Careers Adviser is a key member of the core CETL team. In some fields where a full unit is not offered in Years 2 and 3, PDP processes are being embedded in other ways often linked with personal tutorial systems.

The view from the Careers Service is that this diversity of approaches gives local flexibility and ownership, but there is still a need to map offerings within an agreed structure, and this helps to standardise quality and equality in the type of learning opportunities and outcomes to which students have

access.

For further information please contact:

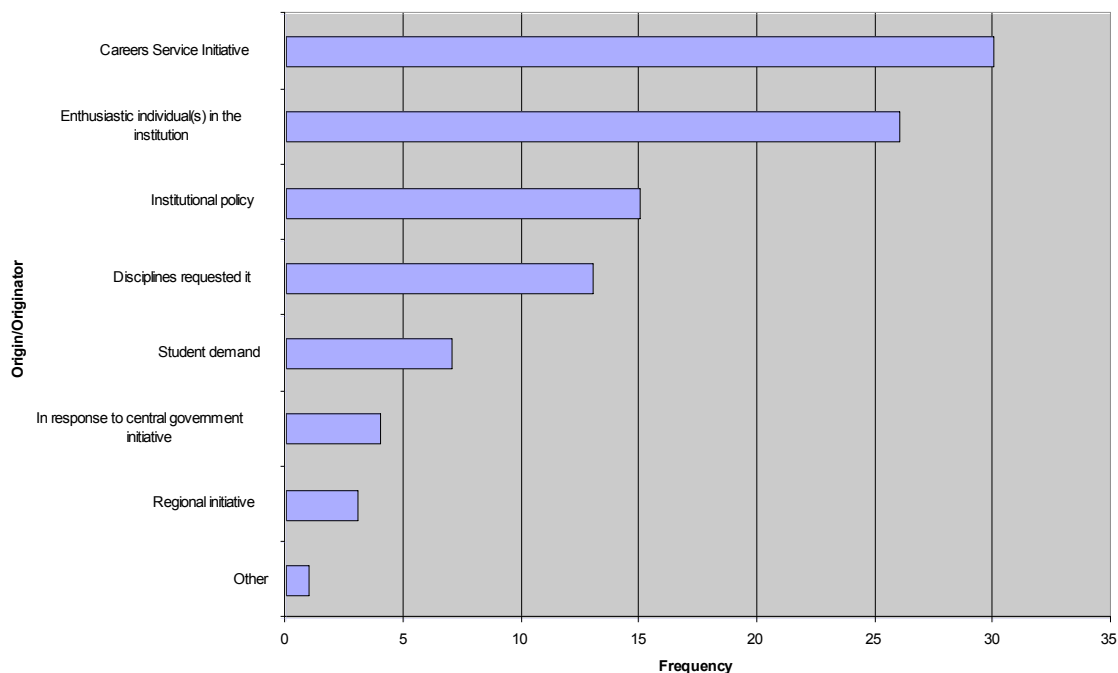
Arti Kumar, Senior Careers Adviser / CETL Fellow / National Teaching Fellow. Email: [Arti.Kumar@luton.ac.uk](mailto:Arti.Kumar@luton.ac.uk)

### ***3.7 Aspects of origins and development of the credit-bearing careers education***

#### *Origins of the credit-bearing careers education*

This question was designed to explore the background history of the credit-bearing careers education and how it came to be developed. There was an overlapping spread of responses across different origins, with Careers Service initiative (30 cases), enthusiasm of individuals (26), institutional policy (15) and discipline request (13) being the most popular responses (Figure 3.12).

**Figure 3.12 Origins of Credit-bearing Careers Education**



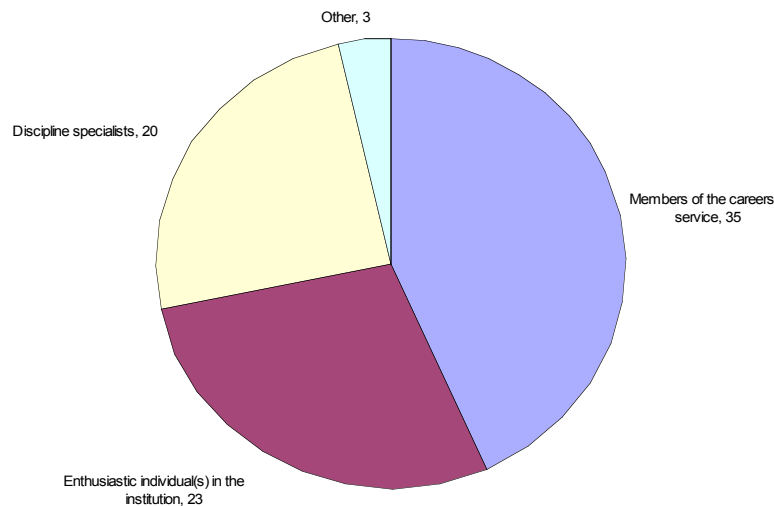
This suggests that individuals and institutional policy are interacting together in many cases. Although central government was relatively rare as a response category (four), the influence of policy at the macro-level was likely to be the framework within which the institutional and individual initiatives flourished. It is possible that careers service input is over-estimated in that the questionnaire was most usually completed by a member of the careers service who may have been unaware of other influences and initiatives in the institution. However, the importance of having an enthusiastic champion for this type of provision within the institution does bear out the information gleaned from the key informant interviews.

There are two interesting differences between institutional types in terms of the origins of the provision. In pre-1992 universities credit-bearing careers education came about at least partly because of institutional policy in only 3 cases (18%) whereas in post-1992 institutions, institutional policy affected 8 cases or 44% of the institutions. In Vignette 6 we saw an example of institutional policy and statutory obligations driving university policy on credit-bearing careers education. Another difference can be seen in terms of "regional initiative" which was only mentioned in three cases, all of them pre-1992 universities (see p.156 for details of the cross-tabulations). This may indicate that employability is also linked to the development of a regional mission in the pre-1992 universities.

### *Responsibility for developing credit-bearing careers education*

Question 16 in the institutional questionnaire explored who took responsibility for developing the provision. The responses indicated that the most usual developers were members of the careers service which may well reflect completion of the forms by careers service staff. Discipline specialists played an important role in 20 out of our 45 cases. The total here (well in excess of the number of questionnaires returned) indicates that the most common situation is for the provision to be a joint enterprise. In most cases the "enthusiastic individuals" were also either discipline specialists or members of the careers services. See Figure 3.13

**Figure 3.13 Development Responsibility for Credit-Bearing Careers Education**



In terms of institutional type differences, post-1992 universities appear to have a broader range of people involved in development of the relevant units than pre-1992 universities. Both types of universities tend to have careers advisers involved in the development of the provision. However, post-1992 universities are more likely to have both disciplinary specialists and enthusiastic individuals, who may of course be members of the careers service, involved in the development of this education (see p.160 for details of the cross-tabulations).

#### *Age of the credit-bearing careers education*

One of the aspects of provision that we wanted to explore was how long the credit-bearing careers education had existed in institutions and whether there was any evidence of a trend in development. Figure 3.14 shows the data for the length of time institutions had been providing such courses. From the data there seems to be a trend towards there being more credit-bearing careers education with over half the provision having been developed within the last five years. This was in line with what our key informant interviews had led us to expect.



**Figure 3.14 Age of Credit-Bearing Careers Education**

Age of Provision	Frequency
5 years or less	24
6-10 years	13
More than 10 years	5
Don't know	1
Total	41

In terms of institutional differences, we see that post-1992 institutions are slightly more likely to have credit-bearing careers education which has been longer established than pre-1992 universities. There are not many University Colleges, Specialised Colleges or FHE colleges with credit-bearing careers education, but those that do exist tend to have established their provision within the last five years. This fits in with what we would intuitively expect, that is that post-1992 universities might have had an earlier concern with credit-bearing careers education given their greater vocational focus and the place of their graduates in the labour market. See p.162 for details of the cross-tabulations. It is important to note that the greater vocational focus of certain institutions can have an ambiguous relationship with explicit credit-bearing careers education as one of our key informants from a specialized college highlighted.

Perhaps because we are a vocational institution academics can say we have been doing this [career planning education] forever, although we don't call it that. But there were still students coming out from courses saying we don't know what our skills are. They are supposed to absorb skills and not reflect on what they have got explicitly. That makes our kind of institution a bit different .... In our area, and you have people teaching who are working in the area, you hope by osmosis these things happen, but sometimes they don't.

One of our key informants from a post-1992 university in England described how the extensive credit-bearing careers education in his institution had been built up over a long period of time:

It has probably taken about 20 years to develop all our materials. It did not happen overnight.

The key informant comments suggest a more complex and effortful process than suggested by only the questionnaire data.

### *Collaboration with other institutions or the business community*

Of the 45 institutions with credit-bearing careers education which responded to the institutional questionnaire, 19 reported that they had collaborated with another institution or the business community to develop credit-bearing careers education. Twenty three reported that they had not collaborated with anyone else and three did not respond to this question.

The following are examples of collaborations reported to us:

- buying the Reading University careers package;
- business community input in unit development, delivery and assessment;
- collaborations between other local universities;
- sharing of ideas through conferences and informal networks;
- co-operation with professional bodies; and
- participation in a related FDTL project.

There does not seem to be any difference between pre- and post-1992 universities in the likelihood of them having collaborated with another institution in the development of their credit-bearing careers education and those collaborations that do exist seem to reflect the existence of local networks. See p. 162 for detailed cross-tabulations.

An example of collaborative provision at the Open University is shown in Vignette 7.

### ***Vignette 7***

<b>Institution:</b>	<b>The Open University</b>
<b>Award:</b>	<b>Personal and professional development course for undergraduates</b>
<b>Unit Titles:</b>	<b>Science, Engineering and Technology: A Course for Women Returners</b>
<p>The Open University (OU) is currently offering a women returners course (to April 2007) which is funded by the DTI and is free to participants. It is targeted at women wanting to return to careers in science, engineering and technology (SET) and is delivered online through a website, a series of on-line activities and conferences. It is intended to help women to identify opportunities and develop an action plan to suit their aspirations and life-style. In addition to developing skills and confidence,</p>	

the course offers the chance to meet potential employers, role models and mentors in SET. Issues covered by the course include work-life balance and uses labour market information to enable opportunities to be explored.

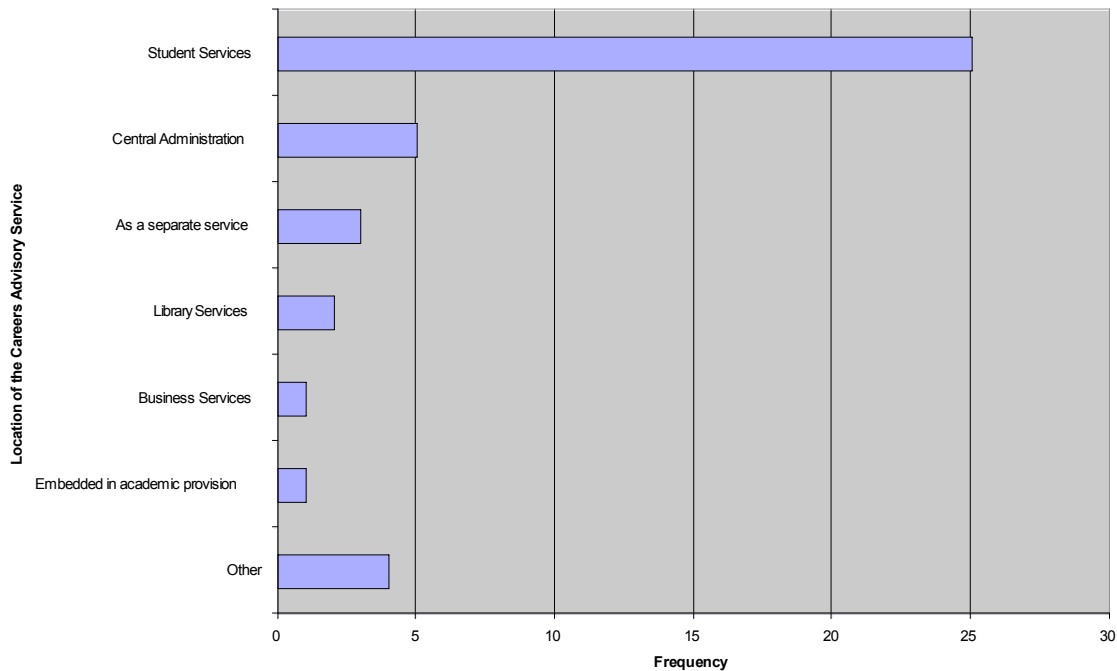
The course attracts women with a wide range of previous experience in SET and who have taken varying periods of time out of the labour market. Careers guidance is embedded in the course but is also available through the Open University's careers service, delivered by telephone, email and sometimes face to face at tutorials, day schools and regional centres. The T160 course was developed in close collaboration with the UK Resource Centre for Women in SET - in fact it was one of the key deliverables specified by the DTI when the Centre was set up, so has been a central part of the strategy for women returners. The UK resource centre for women in SET have contributed to the development of the course alongside OU academic staff and have a key role in the provision of regional networking events for students which take place towards the end of the course. Collaboration has included involvement of UKRC staff in the development of the course materials, provision of mentoring and networking events after the course has been completed, and provision of work placements for students in their local regions through a network of regional hubs and centres affiliated to the UKRC and through the EU funded JIVE project.

For more information on the course see <http://www.open.ac.uk/courses>

#### *Location of the careers service in the institutional structure*

Through Question 23, we wanted to explore whether location of the careers service within the institution affected the likelihood of an institution offering credit-bearing careers education. In some cases careers was located within the service provision, for example as part of Student Services, and in others as part of the academic function. (See Figure 3.15).

**Figure 3.15 Location of the Careers Service in the Institutional Structure**



For institutions with credit-bearing careers education, the vast majority (25) were based in the Student Services Department. The location of the careers service in the institutional structure will have an impact at how the service is viewed by both the careers staff themselves and by academic staff. Location as part of student services, highlights the support role and underplays the role the service might have on curriculum development. The location of the service may have an impact on how careers education is viewed by the academic community and the overwhelming pattern of including it as part of Student Services may impact on the ability of the Careers Services to affect the curriculum offer. As part of Student Services it becomes harder for careers staff to access the academic and curriculum functions and the provision becomes more associated with 'remedial' work such as developing study skills or improving interview technique. One of our key informants spoke specifically about this:

It is sometimes difficult for careers services who are part of support departments to influence and drive the curriculum. If you are part of learning and teaching, it is easier to influence academic colleagues. Academic departments have a lot of autonomy in terms of developing their own curriculum which might create barriers for developing things developed and delivered outside those academic schools.

There were some institutional differences. In pre-1992 universities just over half the responses indicated that the careers service was located as part of student services (56.3%) with the rest being located in central administration (25%) and 'other' locations. This was a different pattern to that in post-1992 institutions where in the majority of cases (71%) the service was located in student services but with a greater diversity of other locations (business services (1 case); central administration (1); separate service (2); embedded in academic provision (1)). All the provision in both university colleges and FHE Colleges was located within student services.

An interesting difference occurred within the responses of the specialised colleges with 2/4 responses indicating that the careers provision was located as part of library services. (see p.164 for detailed cross-tabulations).

It was not possible to do a similar analysis for institutions without credit-bearing careers education as many of these institutions (29/66) did not answer this question.

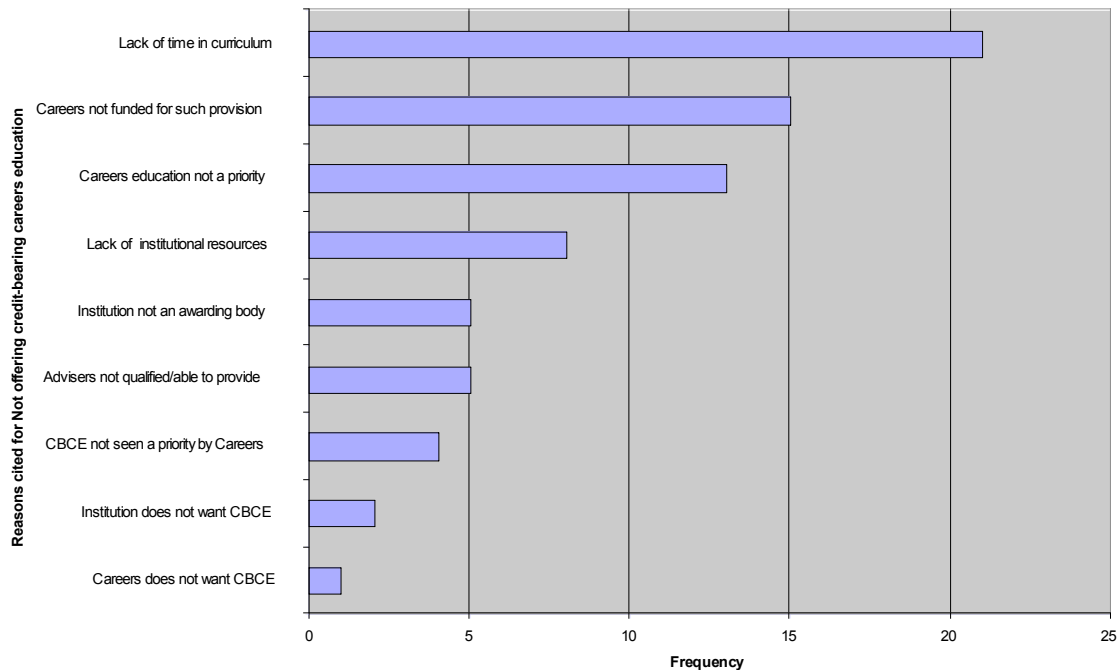
### ***3.8 Those institutions which did not have credit-bearing careers education***

Question 22 in the institutional questionnaire asked those respondents who had indicated that they did not have any credit-bearing careers education to indicate why this was the case. However, few of the 66 institutions which did not provide credit-bearing careers education offered an explanation. The reasons given by those who did respond are shown in Figure 3.16.

The most frequent reasons given for not providing credit-bearing careers education were that pressure on the curriculum makes it difficult to find time to offer credit-bearing careers education (21 cases) and that the careers service is not funded to provide credit-bearing careers education (15). Some institutions said that their institutions did not see credit-bearing careers education as a priority (13) or didn't have the resources to provide credit-bearing careers education (8). In some cases, careers advisers did not feel qualified or able to deliver credit-bearing careers education (5). Five others said that their institution was not an awarding body and so could not offer credit-bearing careers education. A small number of respondents (4) mentioned that the careers service did not see

credit-bearing careers education as a priority. Only two respondents said that the institution did not want to provide credit-bearing careers education and only one respondent claimed that the careers service did not want to provide credit-bearing careers education.

**Figure 3.16 Reasons Given by Institutions Not Offering Credit-Bearing Careers Education**



In terms of the analysis by institutional type, it is important to remember that most of the post-1992 universities which responded to our questionnaire offered credit-bearing careers education so we only have four post-1992 universities in this section which cited a number of reasons (provision not a priority for institution (1) or careers service (1); lack of funding (1) and pressure of time on the curriculum (2)). In contrast, we had 35 responses from FHE institutions to this question so we can make some comments about their responses in addition to the 20 pre-1992 universities which responded.

We have somewhat conflicting information about the barriers presented by lack of resources for the different institutional types. Lack of institutional resources does not seem to be a problem for pre-1992 universities whereas for 17% (6) FHE colleges it is a problem in introducing credit-bearing

careers education. On the other hand, lack of funding for careers services to provide credit-bearing careers education is a barrier for 35% (7) of pre-1992 universities who might wish to do so, but is a problem for only 17% (6) of the FHE colleges who responded to our questionnaire

In term of prioritization of credit-bearing careers education, for 30% (6) of pre-1992 universities, the institution does not see credit-bearing careers education as a priority. This is so for only 11% (4) of FHE colleges. Lack of will or priority on the part of the careers service to provide credit-bearing careers education is rarely a barrier to providing credit-bearing careers education for any institutional type. Feelings of lack of ability and qualification on the part of careers advisors to deliver credit-bearing careers education was mentioned by only a small number of institutions as a barrier to having this type of education.

Pressure on the curriculum was mentioned as a reason for not having credit-bearing careers education by both pre-1992 universities 35% (7 cases) and FHE colleges 31% (11 cases). As might be expected, some FHE colleges (5 cases or 14%) mentioned their lack of degree-awarding powers as a reason for not having credit-bearing careers education. See p.165 for full details of these cross-tabulations.

### ***3.9 Concluding comments***

In this chapter we have presented the results from the institutional level questionnaire and have discussed in detail some of the institutional and national differences which emerged from the cross-tabulations undertaken as part of the statistical analysis. (Detailed cross-tabulations can be found in Appendix 4 of the main report.) The chapter provides a snapshot of the provision of credit-bearing careers education from an institutional perspective and, although there is some bias involved towards the view from the Careers Services who were largely responsible for providing the data, some interesting patterns have emerged.

The institutional level is just one aspect of the provision and much of the detailed work occurs within the programmes where the credit-bearing careers education is delivered. In the next chapter we will look at the results that came from the unit questionnaires.

## **Section 4      The Unit Level Scene**

### ***4.1    Introductory comments***

This section discusses data returned in the second of our questionnaires about credit-bearing careers education at the unit level. Here, we will make comments on institutional type differences according to different factors throughout the text if they are significant. Please note that the number of cases involved in the university college sector, the specialised college sector and the FHE sector are so small as to make it difficult to comment on trends. But we make some observations, especially where the findings reflect other contextual knowledge.

In terms of country differences, apart from England, we have only a few questionnaires from each country, making it hard to comment on trends. Out of a total of 61 responses to this questionnaire, we have 54 responses from England, four from Scotland, two from Wales and one from Northern Ireland.

### ***4.2    Patterns of response***

#### *Overall responses*

Institutions were asked to return one questionnaire for each different unit of credit-bearing careers education that they offered, up to ten units. Altogether, forty institutions returned sixty-one questionnaires at the unit level. Twenty-nine institutions returned one questionnaire, six institutions returned two questionnaires, two institutions returned three questionnaires, two institutions returned four questionnaires and one returned six questionnaires.

Of the 51 institutions offering credit-bearing careers education, 11 chose not to return a unit questionnaire and of the remainder many returned questionnaires relating only to a fraction of the credit-bearing careers education, they listed in the institutional questionnaire. In many cases, a careers adviser completed the institutional questionnaire and passed the task of completing the unit questionnaire on to someone else who chose not

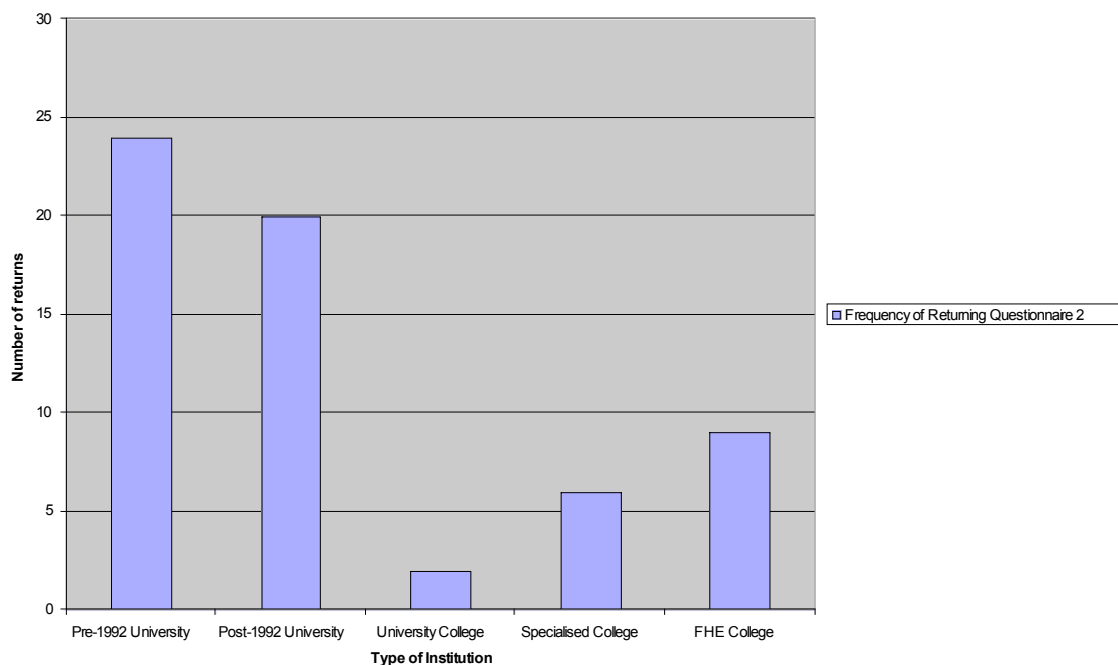


to complete it. Also, in many cases, the institution chose to return one unit questionnaire about one of the units described in the institutional questionnaire, Question 8. These decisions were influenced by the workloads of those concerned.

### *Responses by institutional type*

The number of responses to the unit questionnaire by institutional type is shown in Figure 4.1. Of the 61 unit questionnaires returned, the majority (24) were returned by pre-1992 universities, closely followed by post-1992 universities (20). This reflects the pattern of response from the institutional questionnaire.

**Figure 4.1 Response to the Unit Questionnaire by Institutional Type**



### *Responses by country and institutional type*

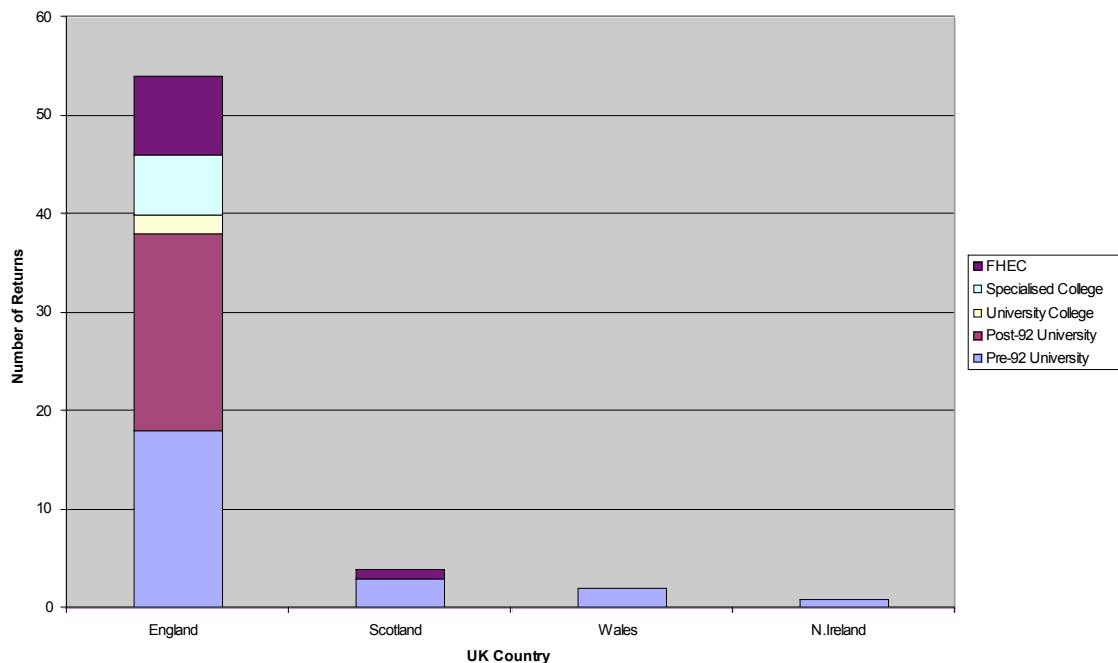
Figures 4.2 and 4.3 show the returns for the unit questionnaires broken down by home country in the United Kingdom. The data show the dominance of institutions from England in the returns and the analysis presented in this chapter must be read with this in mind. Moreover, apart from in England

where there is a more even spread, the overwhelming number of responses is from pre-1992 universities.

**Figure 4.2 Cross Tabulation of Responses to the Unit Questionnaire by Institutional Type and Country within the United Kingdom**

Institutional Type	England	Scotland	Wales	Northern Ireland	Total
Pre-1992 University	18	3	2	1	24
Post-1992 University	20	0	0	0	20
University College	2	0	0	0	2
Specialised College	6	0	0	0	6
FHE College	8	1	0	0	9
Total	54	4	2	1	61

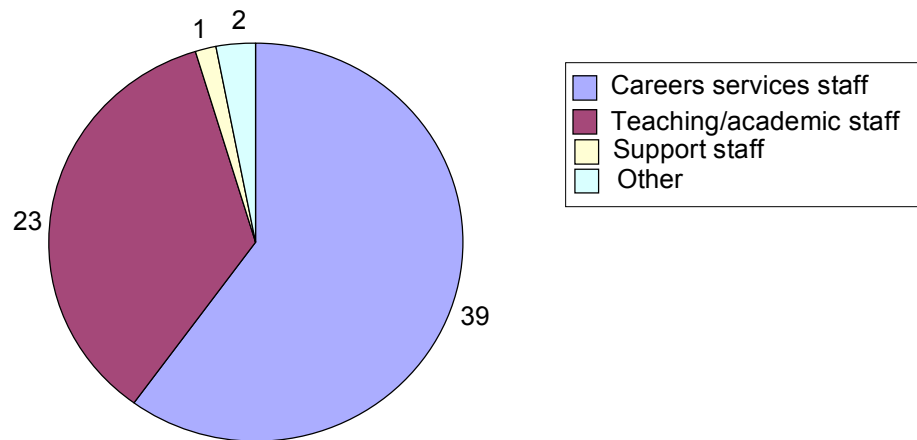
**Figure 4.3 Graph of Responses to the Unit Questionnaire by Institutional Type and Country within the United Kingdom**



### *Institutional roles of those completing the unit-unit questionnaires*

Figure 4.4 shows the roles of those people who completed the unit questionnaires. Careers services staff was the most common category of respondent (39 cases) followed by academic staff (23).

**Figure 4.4 Respondent by Institutional Role**



In four cases, members of careers staff were also academic or teaching staff. A much higher proportion of academic teaching staff answered the unit questionnaire than for the institutional questionnaire which is unsurprising, given that the credit-bearing careers units are often taught, at least in part, by academic staff.

In the post-1992 universities, the specialised colleges and the FHE colleges, a member of academic/teaching staff was more likely to respond to the questionnaire than in a pre-1992 university. In pre-1992 universities, 92% of questionnaires (22/24) were completed by careers staff, with the remaining two being completed by a member of academic staff and a member of support staff respectively. In post-1992 universities, the picture was more mixed with 45% (9/20) being completed by careers staff and 40% (8/20) by academics and three respondents (15%) having both roles. This more mixed picture is reflected in the other small institutional type sectors.

This pattern of response might indicate the greater vocational and careers orientation of academic/teaching staff in these types of institutions or

perhaps the greater resource given to careers services in pre-1992 universities, allowing them to have a wider role in credit-bearing careers education in the institution. It might also reflect the greater emphasis given to research in many pre-1992 universities and, possibly, the greater flexibility in staff workloads, or the view that careers education is the responsibility of the support services and not an integrated part of academic provision. In university colleges, numbers were too small to make comment.

### ***4.3 Shape of the credit-bearing careers education provision***

#### *Levels of delivery and qualification level of award*

The most common category of qualification where there is credit-bearing careers education is that of honours degrees and equivalent qualifications with 44 cases (Figure 4.5). The table shows data for the level of delivery which is the point in the students' programme that they experience the credit-bearing careers education. The location of the delivery of the credit-bearing careers education within these programmes is widely spread with the most common (19 cases) occurring at Intermediate level i.e. the second year equivalent of a three year full-time undergraduate programme.

**Figure 4.5 Levels of Delivery and Qualification in Credit-Bearing Careers Education**

Higher Education Qualification	Level of delivery	Level of qualification
Doctorate	1	1
Masters	2	3
Honours degrees, graduate diplomas, ordinary degrees, graduate certificates	16	44
HND, foundation degrees, diplomas in higher education	19	2
HNC, Certificate in higher education	10	2
Multiple levels	9	6
Missing data	4	3
Totals	57	58

Although the most common category for awards containing credit-bearing careers education in all institutions is that of the first degree, we can see a

few institutional differences in patterns of provision. We note a small number of examples of credit-bearing careers education at masters and doctoral level. The one case of doctoral credit-bearing careers education is at a pre-1992 university. Two of the masters' level courses are delivered and awarded at a specialised college with the other at a post-1992 university. The specialised colleges offer credit-bearing careers education over a range of awards from HND to Masters. In FHE colleges, as one might expect, the highest provision of credit-bearing careers education is at first degree level. See pp.189-190 for detailed cross-tabulations.

In a significant minority of cases, spread across different institutional types, the credit-bearing careers education is delivered at multiple levels (vertical integration) and in two cases the awards for the units in which the credit-bearing careers education is found are at multiple levels.

In terms of country differences and *type of award* incorporating credit-bearing careers education (Figure 4.6), there is little to comment on here. Perhaps we should note that the cases where credit-bearing careers education is given to awards at multiple levels are all in England, but given the small numbers in other countries, this may well not be significant.

**Figure 4.6 Type of Award and Country**

Award Level	England	Scotland	Wales	Total
Doctoral	1	0	0	1
Masters	2	0	0	2
First Degree	39	3	2	44
HND/Fd	2	0	0	2
HNC	1	1	0	2
Multi-level	6	0	0	6
Total	51	4	2	57

Figure 4.7 shows the results by country and *level of delivery* of credit-bearing careers education. Again there is little to comment on here, although we should perhaps note that the cases where credit-bearing careers education is delivered as multiple levels are all in England. This may indicate that vertical integration of credit-bearing careers education is more common in England or the finding may simply be a result of the small numbers of non-English institutions which responded to this question.

Figure 4.7 Level of Delivery by Country

Level of Delivery	England	Scotland	Wales	Northern Ireland	Total
Doctoral	1	0	0	0	1
Masters	1	0	0	0	1
First Degree	14	1	0	1	16
HND/Fd	16	2	1	0	19
HNC	8	1	1	0	10
Multi-level	9	0	0	0	9
Total	49	4	2	1	56

Vignette 8 provides an example of a credit-bearing careers education delivered over multiple years of degree programmes.

### ***Vignette 8***

<b>Institution:</b>	<b>University of Central Lancashire</b>
<b>Award:</b>	<b>Bachelors degree</b>
<b>Programme Titles:</b>	<b>(1) Business Studies, (2) Business IT and (3) E-business</b>

The university offers a wide range of credit-bearing careers education. One example that links vertically over the four years of the degree programme is in three degree programmes in the Department of Information and Finance in the Lancashire Business School: Business Studies, Business IT and E-business.

These programmes offer an integrated suite of units. In Year 1, there is a generic PDP-type unit introducing students to study skills and self awareness including an initial attempt at a CV which is a starting point for Year 2. This unit is assessed on a pass/fail basis, though it is planned to change this to a conventional % grade. In Year 2, there is a unit called *Integrating Learning and Work*. In the first semester, this integrated unit aims to raise self/employer/occupation awareness among the students and also address the practicalities of employment: such as writing a CV, completing application forms, writing covering letters, preparing for and attending interviews (including first, second, telephone interviews), psychometric assessment, and assessment centres. In the second semester, the unit addresses reflective learning and how to do it when the tutor is not there. The unit is thus based on two aspects, "Arrive" and "Thrive", that is, getting there and then doing well. This unit is a standard level 2 academic one with a percentage grade that contributes to the degree.

In Year 3, the students are on placement. There are three assessed components:

1. *Corporate Review of employer* - to give overview and guard against a blinkered view from one department - 15%
2. *Project write-up* - primarily the transferable project management skills rather than the project itself - 35%
3. *Reflective learning Journal* - logs, personal SWOT (strengths, weaknesses, opportunities and threats), Action Plan for Year 4 and beyond. This gives a Satisfactory/Merit/Distinction result that does not contribute to the degree percentage but is an addendum on the certificate. [So for example a student could get a Third with Distinction on Placement, or a First but just a 'Satisfactory' placement.]

In Year 4, after the placement, there is a half-unit broadly based on ethics, i.e. a student's personal values, employers' values, and how they match, and what this has to contribute to career planning. This is a level 3 half unit with a percentage result which contributes to the degree classification.

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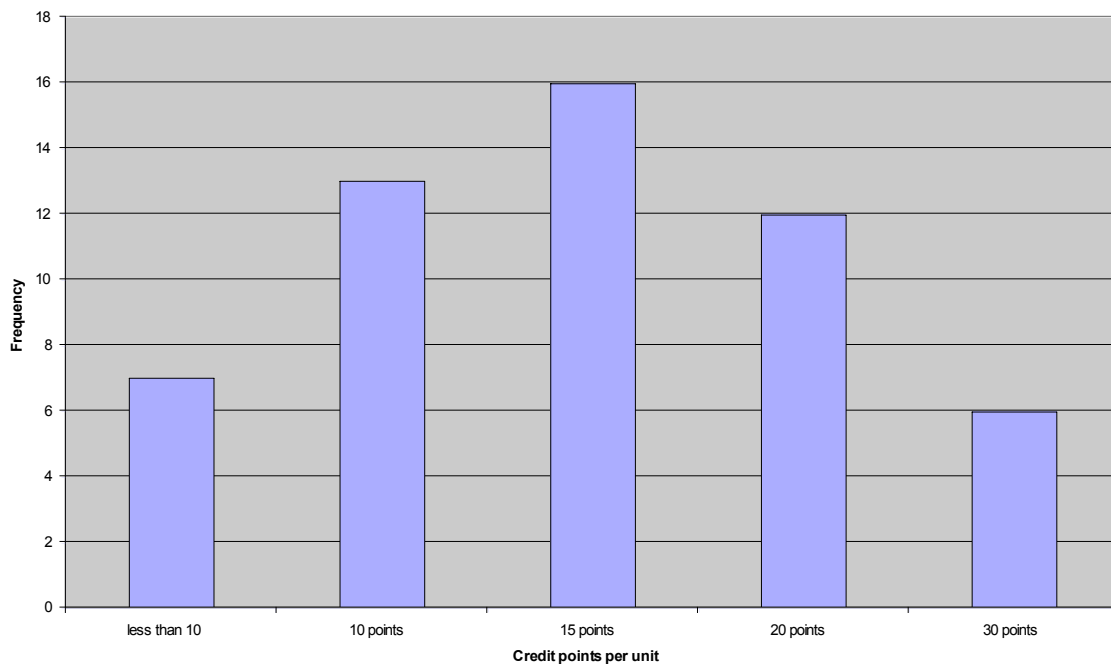
John Wilson is also Chairman of ASET and author of the ASET/NCWE Code of Good Practice on Placements - see the ASET website [www.asetonline.org](http://www.asetonline.org)

### *Number of credit points associated with credit-bearing careers education units*

The most common number of credit points associated with credit-bearing careers education units is 15 with a few institutions (6) awarding as many as 30 credits per unit (Figure 4.8).

In terms of institutional differences, there is a slightly greater tendency for post-1992 universities to offer more credit than pre-1992 universities. In pre-1992 universities, 14/23 cases or 61% offer credit-bearing careers education with ten credits or fewer while in post-1992 universities, the proportions are 4/19 cases or 21%. There is a slight tendency for post-1992 universities to offer credit bearing careers education with a higher amount of credit attached (20 or more credits), 7/19 cases or 37% compared with 4/23 cases or 17% in pre-1992 universities. Similarly in specialised colleges, of the six cases of credit-bearing careers education four were offered with 20 credits. See p.190 for detailed cross-tabulations.

**Figure 4.8 Number of Credit Points Awarded for Different Units**



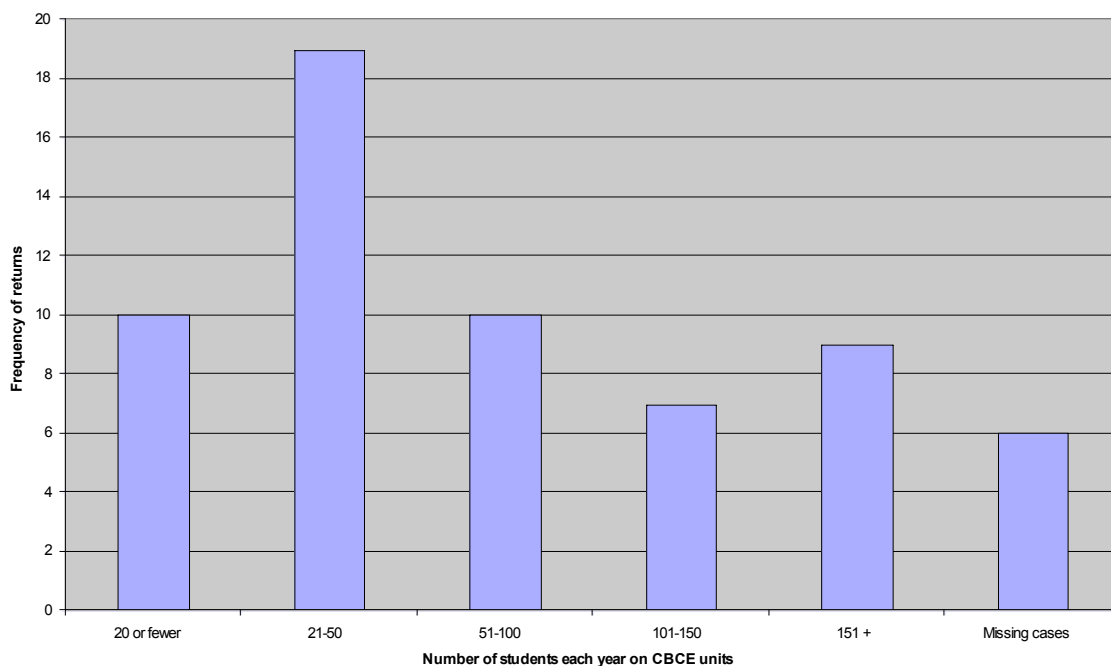
*Approximate numbers of students taking credit-bearing careers education each year*

Figure 4.9 indicates the number of students who are on credit-bearing careers education units. Of the units described, 10 had 20 or fewer students enrolled on them. Nine had more than 150 students on them. The most common category of units (19) had between 21 and 50 students enrolled each year. Some courses had hundreds of students enrolled on them. There is, therefore, a large range of size of unit in terms of student



numbers. This, in part, reflects the institutional policy on embedding careers education into the curriculum. The institutions which indicated the greatest number of students on units, were the ones which had a policy of most or all of the students having careers provision embedded in their programmes. However, there did not appear to be a particular pattern of student numbers according to institutional type. See *Q3 Institutional type by number of students* p.191 for a detailed cross-tabulation.

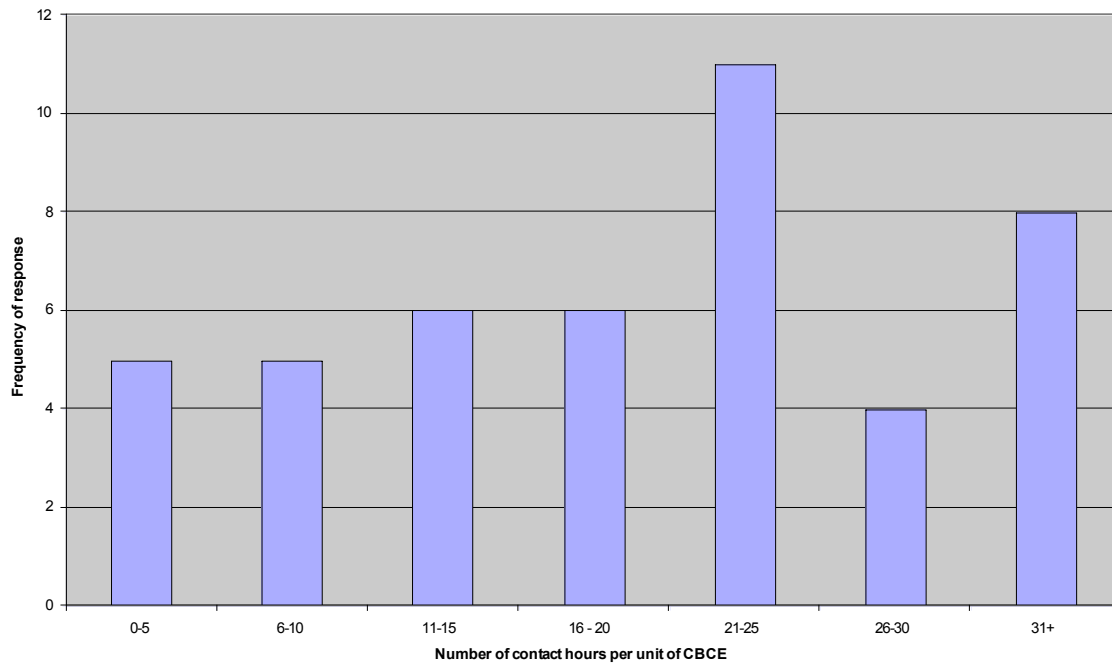
**Figure 4.9 Approximate Numbers of Students on the Credit-Bearing Careers Education Units Described.**



#### *Approximate number of contact hours*

Figure 4.10 shows the responses according to the number of contact hours in each example of credit-bearing careers education in the returns. The most common number of hours is 21-25 hours which would reflect the fact that the most common amount of credit offered is 15 points. The diversity of contact hours also reflects the diversity of modes of delivery. From our analysis of the data, there does not appear to be any particular pattern of contact hours according to institutional type. See p.192 for detailed cross-tabulations.

**Figure 4.10 Approximate Number of Contact Hours**



*Compulsory and optional nature of the credit-bearing careers education units described*

Of the units described, 37 were mandatory while 18 were optional. This echoes the pattern found in the institutional questionnaires described in the previous section (*Compulsory and optional courses* p.38-39).

In terms of institutional differences, fewer of the units in pre-1992 universities were compulsory (12/24 or 50%) than in post-1992 universities (14/18 or 78%). Of those units returned by specialised colleges, a high proportion were compulsory (5/6 or 83%) and this was also the case in FHE colleges (4/5 or 80%). This may suggest the more central importance attached to credit-bearing careers education in these institutions. See p.192 for detailed cross-tabulations.

The following vignette provides an example of a compulsory course, delivered at Level 1 in a university college.

### ***Vignette 9***

<b>Institution:</b>	<b>Harper Adams University College</b>
<b>Unit title:</b>	<b>Academic and Professional Development</b>
<b>Awards:</b>	<b>All HE awards at Harper Adams University College</b>

All higher education students at Level 1 take this unit, which is the first in the Professional Scholarship Programme (PSP). The unit carried fifteen credit points. This unit supports the development of students' written and oral communication, IT, numeracy, career management and self-development skills. Whilst the unit provides a basis for the rest of the PSP (Research Methods for Honours students in addition to a Placement Period and a Major Project for all students), it also supports learning in every other unit. It therefore helps to provide students with the essential tools that will enable them to maximise both their learning and career achievements.

The tutors tailor the learning resources and assessments to the specific and subject and vocational areas relevant to students. The unit also links to the Academic Support Services, through appropriate scheduling of study skills, numeracy and careers workshops and to the support offered by the course team (personal tutors and placement managers) and drop-in computer workshops for those with prior knowledge of PowerPoint and Moodle. Students are also encouraged, through this unit, to register for the European Computer Driving Licence, which is also supported by the Information Systems Department's End User Support Team.

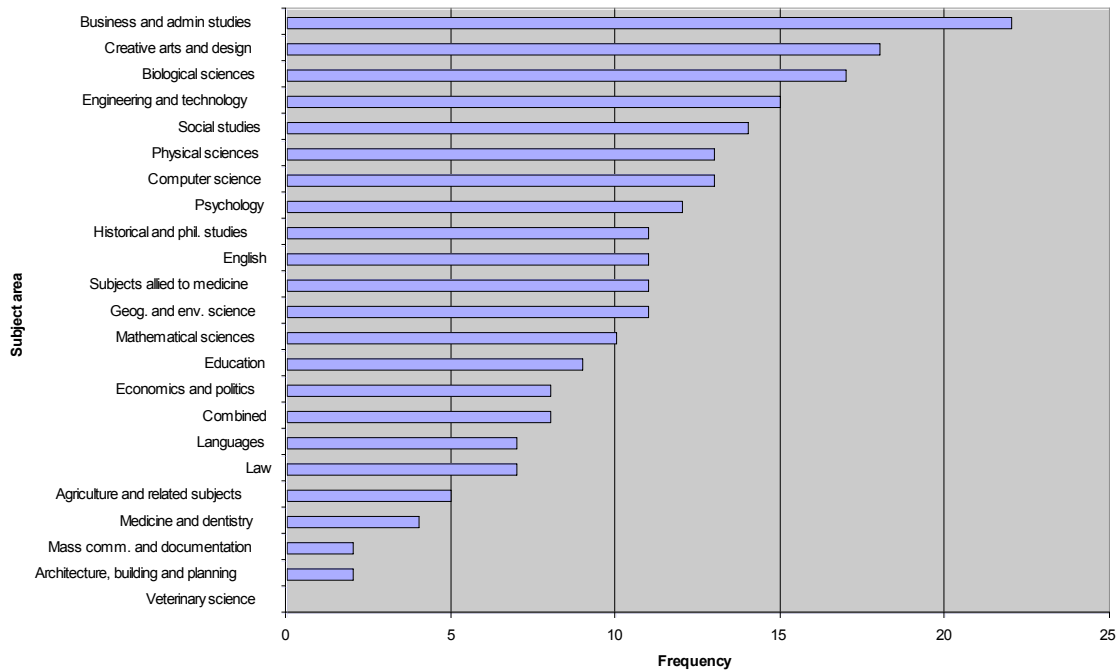
#### ***4.4 Subject areas for the credit bearing careers education units described in questionnaire two***

In many ways, as one would expect, the patterns of frequency of credit-bearing careers education unit echoes the responses in the institutional questionnaire section (Figure 4.11).

In terms of institutional type differences, in most subject areas, the majority of cases or credit-bearing careers education reported to us were in pre-1992 universities, reflecting the overall pattern of responses to the unit

questionnaire. In Business and Administrative Studies and Creative Arts and Design, the majority of cases (9/22 and 7/18 respectively) were in post-1992 universities.

**Figure 4.11 Subject Areas for Credit-Bearing Careers Education**



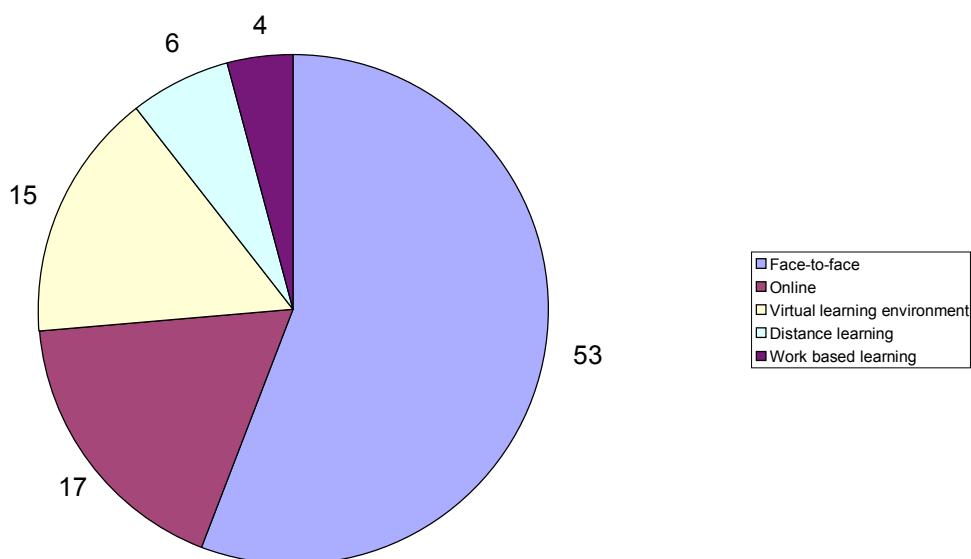
The FHE sector had five cases of credit-bearing careers education in Business and Administrative Studies, the largest number of cases for any subject area in this sector. The Specialised Colleges had 5/18 cases of credit-bearing careers education in Creative Arts and Design accounting for 5/6 of the cases of credit-bearing careers education reported in this sector. Credit bearing careers education in agriculture and related subjects was divided more or less evenly among the different institutional types. In social studies, the number of cases was divided almost evenly between pre- and post- 92 universities, seven and six cases respectively. These findings, especially those for the Specialised Colleges and FHE sector may reflect patterns of subject provision in those sectors. See p.193 for detailed cross-tabulations.

## 4.5 Aspects of delivery of the credit-bearing careers education

### Mode of delivery

Question 5 in the unit questionnaire explored the way the credit-bearing careers education was delivered (Figure 4.12). In all cases, face to face delivery is the most common option (53 cases), although many cases use a blended form of delivery. 23 respondents reported delivering units through more than one mode while 35 reported using one mode only. Three respondents did not answer this question. The most common combination of modes of delivery is online learning, face to face and a virtual learning environment (8). The next most popular combination with 5 cases is face to face and a virtual learning environment. One university with three returns used a combination of online learning and distance learning. There were two cases each where face to face and distance learning were combined and online and face to face learning were combined.

Figure 4.12 Mode of Delivery of the Credit-Bearing Careers Education



*There are some institutional differences in methods of delivery used. In all institutional types, except for pre-1992 universities, face to face delivery has a role in all cases of credit-bearing*

***careers education. In the case of specialised colleges, it is the only method of delivery reported in the six cases of credit-bearing careers education in this sector. In the case of the FHE sector, face to face interaction is the predominant method of delivery with only one case of online and one case of VLE delivery. In the case of the pre-1992 universities, only 16/24 or 67% of institutions use face to face delivery. The pre-1992 universities results are affected by the returns from two universities which included three units from one institution which is a distance learning university and two cases from another university which uses online learning (the University of Hull reported in***

Vignette 4). See p.204 for detailed cross-tabulations.

Online delivery is a common option of delivery (17 cases) with 9/24 (37%) of pre-1992 universities and 7/20 (35%) of post-1992 universities reporting its use. Virtual learning environments are mentioned by 6/20 (30%) of post-1992 universities and 7/24 (29%) of pre-1992 universities. Distance learning was only mentioned as a component in 6/61 cases.

One of our key informants in a post-1992 university in England, raised the complexities (staffing resource issues, differential openness on the part of both tutors and students to online materials) that can lie behind the use of online and face to face delivery:

As our university gets bigger and the careers service doesn't, resources are an issue. We could not deliver in each department so we have always had to have tutor involvement. We have moved to online version so we can meet masses more effectively. This mode of delivery is overseen by tutors and undertaken by careers advisers. There are still some lectures. There is a menu approach. We were swamped with delivery so we had to switch over to an online mode. We were neglecting other areas because we were so entrenched in teaching. Online provision enables us to reach students with a lot less delivery time.

We still have courses that are slow to use online materials. Some champions are very happy with old mode of working and not very happy with the idea of overseeing chat-rooms.

We have to get to a mid-point - perhaps 60:40 or 70:30 where not everyone has to do online version if they don't want. We are not prescriptive about details ... But if we go online, things become more generic and uniform.

Some students will not necessarily engage as well with an online version as others. Social scientists and historians and politicians will be less willing than engineers or IT students or scientists. Issues here about one size fits all. Also differences between the tutors in their interest in technical matters. We have to work closely with heads of department to get people who are interested in particular means of provision.

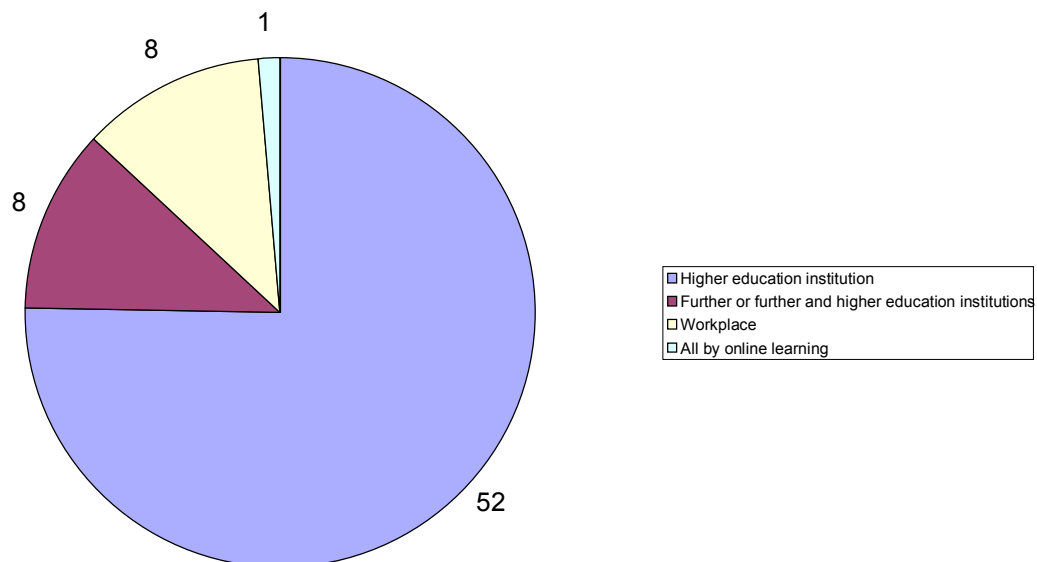
### *Location of the delivery*

In question 6 in the unit questionnaires, respondents were asked to indicate where the provision was delivered. The majority of the credit-bearing careers education units reported were delivered in an HEI, although some were delivered in FHECs and some in the workplace. These data are shown in Figure 4.13.

The pie chart shows that we had one reported incidence of delivery by on-line learning. This is the example of the provision at the University of Hull which is described in

*Vignette 4 p.34.*

**Figure 4.13 Location of the Delivery of the Credit-Bearing Careers Education**



Of the 61 cases reported to us, the vast majority 47 were delivered in one institutional setting only. Three respondents did not answer this question. Eleven respondents reported that their credit-bearing careers education unit was delivered in multiple settings. The most common combination, 8 cases, was that of an HEI and the workplace.

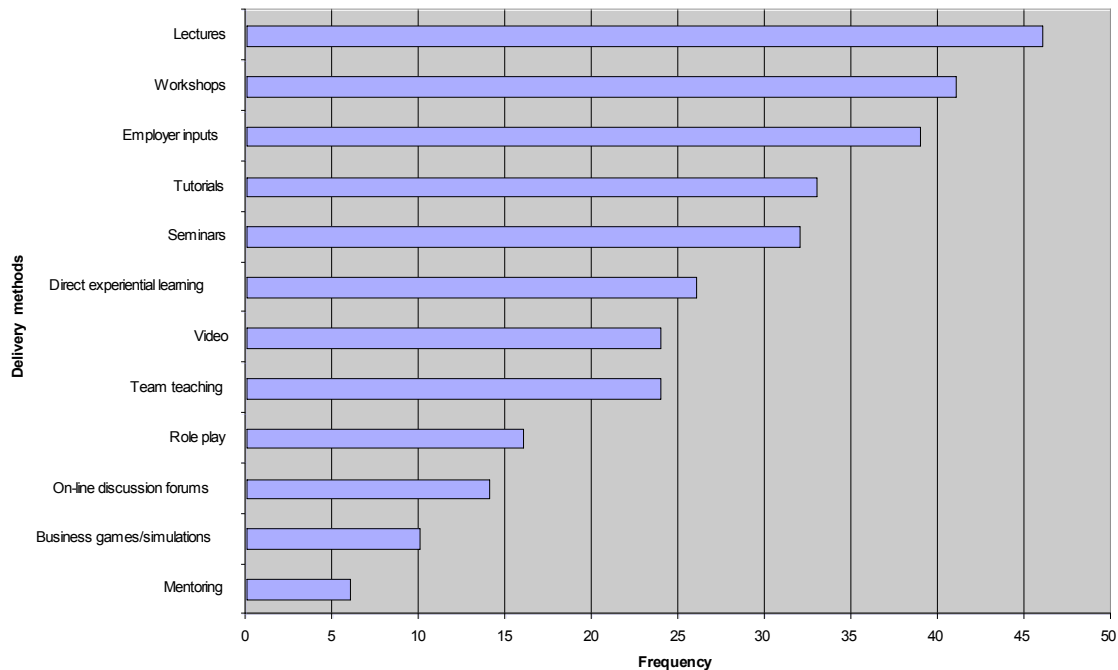
All institutions in the university sector (pre-1992, post-1992 and university colleges), deliver their credit-bearing careers education in HEIs, as do 4/6 specialised colleges and 2/9 FHE colleges. As might be expected, the biggest category of institutions delivering in FHE institutions are FHE colleges (6/8). The remaining two are delivered in a post-1992 university (1 case) and in the workplace (1 case). A small number of cases (1-3) are delivered in the workplace with no major differences between institutional types. The one reported case of all-online delivery is in a pre-1992 university. See p.206 for the relevant detailed cross-tabulations.

#### *Teaching and learning methods used*

A wide range of teaching and learning methods were reported as being used to deliver the credit-bearing careers education units (Figure 4.14). Many respondents reported that multiple methods were used within any one unit. Much of the provision reported used traditional teaching and learning methods with lectures and workshops being the most frequently cited, and seminars and tutorials both featuring in the top 5 methods used. Direct experiential learning involved such activities as visits, interviewing employers and reflecting on work experiences. One interesting and more innovative form of delivery was the use of on-line discussion forums mentioned in 14 cases.

**Figure 4.14 Methods of Delivery of Credit-Bearing Careers Education**





One possible explanation for the dominance of lectures and seminars in the delivery is the use of this terminology in validation of a unit within an academic unit to make it more acceptable to academic colleagues and to increase its credibility to both academic staff and students. This 'legitimising' of the input was suggested to us by some of our key informants. The use of such methods of delivery could also relate to the changes in delivery required as staff-student ratios have increased with the move to a mass system of higher education. The finding, reported from the analysis of the institutional questionnaire, that much of the delivery involved both academic and careers staff working together, was borne out in the analysis of the unit questionnaires, with 24 instances of team teaching being recorded. There was quite a lot of reported use of simulated experiences using techniques such as video, role play, business games and simulations.

There are some differences between the different institutional types in teaching and learning methods. Only 63% (15/24) of pre-1992 universities and 67% (4/6) specialised colleges used lectures, compared to 80% (16/20) of post-1992 universities, 100% (2/2) of university colleges and 100% (9/9) FHE colleges.

Seminar use was fairly constant at between 60-70% for all institutional types except pre-1992 universities at 42% (10/24) cases and university colleges of which there are only two cases and where neither used seminars. Workshops and tutorials were also used across the sector with between 60-70% and 50-67% returns respectively for all institutional types. Role play and videos were also used across the sector.

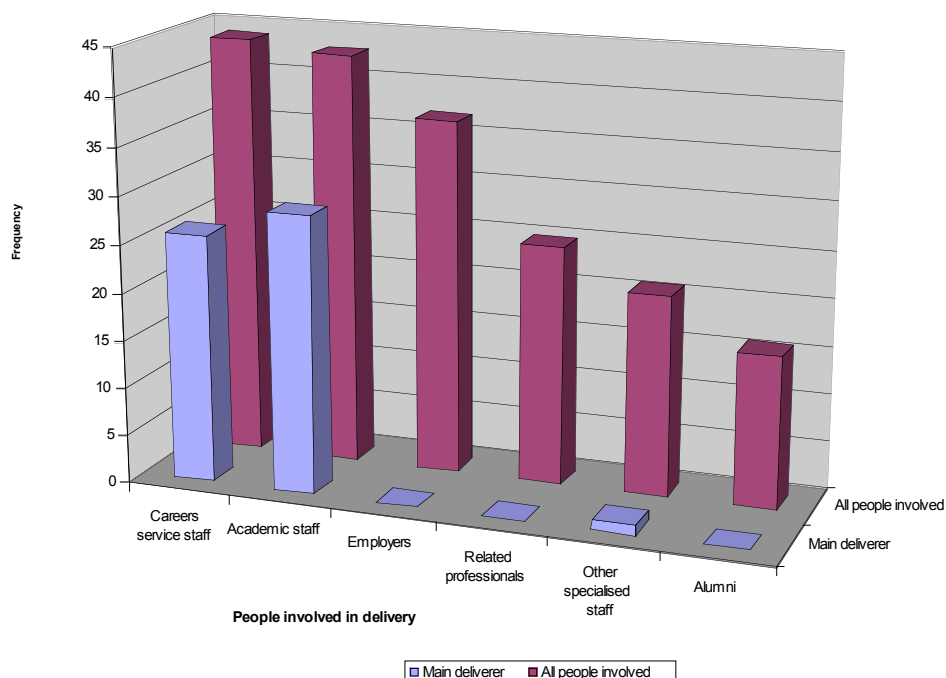
Employer inputs were quite high for pre-1992 universities at 75% (18/24 cases), post-1992 universities at 65% (13/20 cases) and specialised colleges at 67% (4/6 cases). They were quite low for FHE colleges at 33% (3/9 cases). Similarly, team teaching was most popular in pre-1992 universities at 54% (13/24 cases) and post-1992 universities at 50% (10/20 cases), but less popular at other institutional types. Mentoring was uncommon apart from in specialised colleges where 50% (3/6) of cases reported using mentoring. The low incidence of mentoring is a surprising finding as the key informants had indicated that this method of teaching was used quite extensively. The result could indicate that although used in other provision, it is not used much in provision which attracts credit.

#### *Main person involved in the delivery*

Respondents reported involvement by a wide range of people in delivery of the credit-bearing careers education units (Figure 4.15). This included staff within the institution and employers, alumni and related professionals. Many institutions reported multiple involvements. The main deliverer tends to be either a member of the careers service staff or an academic colleague from the discipline that hosts the unit. Employers, related professionals and alumni tend to have supporting roles in delivery of the units.

If we look at the role of the main person delivering credit-bearing careers education, according to institutional type (Figure 4.16), we see that in pre-1992 universities, it is more likely to be a member of the careers staff and, in a post-1992 university, it is more likely to be an academic from the discipline that hosts the unit.

**Figure 4.15 Involvement in the Delivery of Credit-Bearing Careers Education Units**



**Figure 4.16 Involvement by Main Person in Delivery of Credit-Bearing Careers Education by Institutional Type**

	Pre-1992 university		Post-1992 university		Total	
A member of careers service staff	16	67%	7	35%	23	52%
An academic from the host discipline	6	25%	12	60%	18	41%
An academic from another discipline	0	0%	0	0%	0	0%
A specialised member of staff	1	4%	0	0%	1	2%
Other	1	4%	1	5%	2	5%
Total	24	100%	20	100%	44	100%

An analysis of the number of credit points associated with the unit in relationship to the role of the main person delivering credit-bearing careers education (Figure 4.17) shows that where an academic is the main person

involved in the delivery, the unit is more likely to have a higher number of credit points, 15 or more, associated with it.

**Figure 4.17 Involvement by Main Person in Delivery of Credit-Bearing Careers Education by Credit Points Awarded in the Unit**

	A member of careers staff		An academic from the discipline that hosts the unit		Total	
1-10 credit point	12	50%	6	22%	18	35%
15 or more credit points	12	50%	21	78%	33	65%
Total	24	100%	27	100%	51	100%

The detailed analysis also showed that, if we look at the specified learning outcomes for the credit bearing careers education units in relationship to the main person delivering the unit (Figure 4.18), we see that when the learning outcome specifies vocation/profession-specific training, it is more likely that an academic based in the discipline will be the main person delivering the unit. Where the specified learning outcome is understanding/analysing labour market information, it is more likely that a member of careers staff will be the main deliverer of the unit. For the other learning outcomes specified in the questionnaire, there was little difference in the proportions of careers staff and academic staff delivering the credit-bearing education.

**Figure 4.18 Involvement by Main person in Delivery of Credit-Bearing Careers Education by Learning Outcomes**

	A member of careers staff		An academic from the host discipline		Total	
Vocation/profession specific training	6	25%	18	75%	24	100%
Understanding/analysing labour market information	13	62%	8	38%	21	100%

The data also revealed the relationship between the main person delivering the course and what the respondent thought the student had gained from the credit-bearing careers education (Figure 4.19). For most of the suggested gains, it made little difference whether the main deliverer was a

careers adviser or an academic in the host discipline. The only gain where there was a difference was in "improved interview techniques" and "knowledge of equal opportunities". In both these cases, the main deliverer of the unit was more likely to be a careers adviser.

**Figure 4.19 Involvement by Main person in Delivery of Credit-Bearing Careers Education by Type of Gains by Students**

	A member of careers staff		An academic from the host discipline		Total	
Improved interview techniques	23	64%	13	36%	36	100%
Knowledge of equal opportunities	10	77%	3	23%	13	100%

In terms of assessment, there was little difference between careers staff and other groups in overall assessment strategy (Figure 4.20). In the case of assessment methods, there were few clear overall differences. However, it seems that careers' staff are more likely to assess through 'occupational studies' than academic staff, while academic staff are more likely to assess by essays, work experience reports, portfolios, career action plans and reflective log books.

**Figure 4.20 Involvement by Main Person in Delivery of Credit-Bearing Careers Education by Assessment Method**

	A member of careers staff		An academic from the host discipline		Total	
Essay	4	27%	11	73%	15	100%
Work experience report	5	28%	13	72%	18	100%
Portfolio	6	25%	18	75%	24	100%
Occupational study	13	72%	5	28%	18	100%
Career action plan	9	37.5%	15	62.5%	24	100%
Reflective log book	8	35%	15	65%	23	100%

Unsurprisingly in terms of those involved in assessment of credit-bearing careers education, careers advisers are more likely to be involved in the assessment of units delivered by careers advisers and academics in the assessment of units delivered by academics (Figure 4.21).

**Figure 4.21 Involvement of Main person in Delivery of Credit-Bearing Careers Education by Roles of Those Involved in Assessment of the Units**

	A member of careers staff	An academic from the host discipline	Total
Careers adviser involved in assessment	22 65%	6 17%	28 41%
Academics involved in assessment	12 35%	29 83%	41 59%
	34 100%	35 100%	69 100%

*Involvement of all those concerned with delivery*

If we look at involvement of all those involved in delivery by institutional type, we can see some differences.

Careers staff are involved in the delivery of the provision in similar proportions in pre-1992 and post-1992 universities 83% (20) and 85% (17) cases respectively. In other institutional types, specialised colleges and FHE colleges the proportions are 33% (2) and 33% (3) respectively. This reflects what we know about the staffing of careers services in these different institutional types where there are fewer specialist HE careers advisers in the Colleges..

Academic staff from the discipline that hosts the credit-bearing careers education unit are involved to a lesser extent in pre-1992 universities ( 54% or 13 cases) and to a greater extent in post-1992 universities (85% or 17 cases). In FHE colleges, the proportion is also quite high 78% or 7 cases).

Academic staff from other disciplines are only rarely involved in credit-bearing careers education, although 44% (4/9) FHE colleges mentioned that this happened. Other specialised staff were not often involved in delivering credit-bearing careers education, although this was different in specialised colleges where 83% (5 cases) mentioned such involvement.

Related professionals were often involved in the cases reported by specialised colleges (100% or 6 cases), but considerably less in other

institutions where the involvement varied between 30% and 44%. Employers were involved in all institutional types (44-66% of cases).

Alumni were involved differentially in pre- and post-1992 universities. In pre-1992 universities, they were involved in 46% (11) of cases while in post-1992 universities, they were only involved in only one case and in specialised colleges 3 cases. See p.214 for detailed cross-tabulations.

In Vignette 10, we see an example of delivery by multiple people of one credit-bearing careers education unit.

### ***Vignette 10***

<b>Institution:</b>	<b>Queen's University Belfast</b>
<b>Award:</b>	<b>Bachelor of Engineering and Master of Engineering</b>
<b>Unit Title:</b>	<b>Aerospace Professional Studies</b>

This course, in the School of Mechanical and Aerospace Engineering, has been in existence for some years. The course has been greatly transformed in terms of content and delivery in recent years. This was largely as a result of much discussion between the disciplinary based unit coordinator and the university Senior Careers Adviser responsible for Engineering. Review of the course occurs each year; so far, this has always resulted in slight adjustments implemented each following year.

The course is compulsory for students in Stage 3. Therefore, about half of the students in the class are in their final year (those on BEng pathways) and half are in their penultimate year (those on MEng pathways).

Aerospace Professional Studies 3 provides an introduction to professional engineering and also promotes awareness of the local aerospace industry from the view of one seeking to become a professional engineer. On completion of the course, students should:

- appreciate some processes and practices currently used in industry
- be more aware of the local aerospace industry
- recognise what a graduate engineer might expect in an industrial position
- have developed effective presentation, report writing and career management skills

The course is delivered mainly by a range of external speakers representing six leading companies - Thales Air Defence, Bombardier Aerospace, Airbus UK, British Airways, Qinetiq and Unilever. The guest speakers provide a range of perspectives, including those of director, manager and recent engineering graduate. Typically, there is a 2 hour lecture slot each week, for ten weeks. The following gives an outline of this year's programme.

In the first week, the unit co-ordinator, the disciplinary specialist, introduced the course and explained its aims. He gave a talk on technical report writing; students are required to produce two such reports as part of their assessed coursework.

In Week 2, a director from Thales Air Defence discussed the technical, commercial and strategic challenges facing an engineer, using recent projects as illustrations.

There then followed a series of career preparation talks. The Senior Careers Advisor introduced this series and described how to prepare a professional CV. Whilst he was usually in attendance for the other career-related talks, the presentation was given primarily by the company representative. A speaker from Bombardier Aerospace spoke about interview skills and answered the question, "what does a typical engineering employer look for in graduates?".

In Week 4, a recent (1999) Aeronautical Engineering graduate of QUB, now employed at Airbus UK, related his experiences. He began with a presentation describing how he progressed from QUB to Airbus, and outlining his development within Airbus. This was followed by an informal question and answer session, hosted by the Senior Careers Advisor, and with much input from the students. Since the guest speaker is not much older than the current students, and followed the same degree course, the students can relate well to him and will gain confidence that they could be just as successful.

Two weeks were devoted to presentation skills. In the first week, the Senior Careers Adviser gave a workshop involving a combination of teaching and student participation. In the following week, the students gave assessed presentations on an assigned topic, using PowerPoint, in front of the rest of the class.

Another recent (2003) Aeronautical Engineering graduate of QUB, now working for Qinetiq, discussed aptitude tests and also described his personal career development and experiences, including being sent to Canada as part of a team project for Qinetiq.

Two weeks of classes were given by a British Airways captain (another QUB Aeronautical Engineering graduate). He provided advice for those interested in becoming a pilot, described the contribution engineers make to commercial aviation, and gave a fascinating insight into his job using many colourful examples from his experience.

The final speaker works for Unilever, a company not immediately associated with aeronautical engineering. However, he also is a QUB Aeronautical Engineering graduate and has been employed by Unilever since graduation. This talk is useful for those who do not necessarily want to work in the aerospace field. The students were shown that they have many skills which are valued in and applicable to other



areas of engineering.

Assessment is by coursework, and involves three written assignments and a PowerPoint presentation. The written reports entail an analysis based on the business development talk, a life-like flight planning exercise, and the preparation of a CV. The subject of the PowerPoint presentation is an aerospace company - the students choose a company and are asked to report on its structure, products and recruitment procedures. Therefore, the coursework is relevant and useful. Students' report writing and presentation skills are developed. Students are offered written feedback on their first report, augmented with verbal explanation, they receive a corrected/improved CV, and are also given written comments on their presentation.

Students' remarks on questionnaires indicate that they appreciate the relevance of the course, enjoy the speakers, and gain in confidence. This is important as they will soon be graduating.

A selection of student comments is listed below.

*"Was positive to see employees from such highly regarded companies taking time out to visit"*

*"Relevance to reality (real people with real aerospace jobs)"*

*"Gives us hope of actually finding a job"*

*"The assignments had a real life application and purpose and this made more enjoyable to complete"*

*"CV / interview / assessment centre stuff very useful"*

*"Content was interesting and relevant"*

*"Helps the student understand how useful his degree is"*

*"Very practical giving an insight to career opportunities"*

*"The pilot's lectures were inspiring"*

*"Very beneficial and confidence building"*

*"Motivated us into thinking about career opportunities"*

This course could serve as a model for other Schools and could easily be adapted. In Aeronautical Engineering, it goes a long way to achieving the University aim of providing students with the opportunity to develop career management and employability skills.

Further information about the course can be found at:

<http://www.qub.ac.uk/careers/webpages/academics/aeronautical.htm>

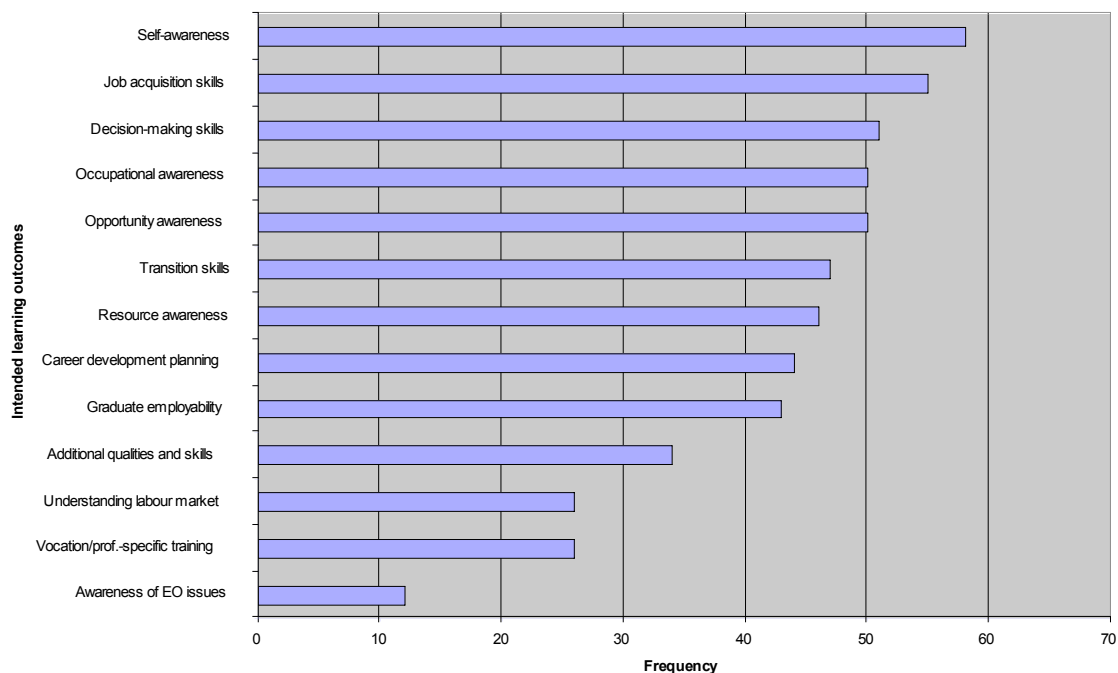
## 4.6 Outcomes and content of the credit-bearing careers education

### *Intended learning outcomes*

Respondents reported a wide range of intended learning outcomes for their credit-bearing careers education units (Figure 4.22). Many reported multiple intended learning outcomes.

The learning outcomes reflect the emphasis on the DOTS framework in terms of the theoretical underpinning identified in the responses to the institutional questionnaire 1 (section 3.3k).

**Figure 4.22 Intended Learning Outcomes for the Credit-Bearing Careers Education Units**

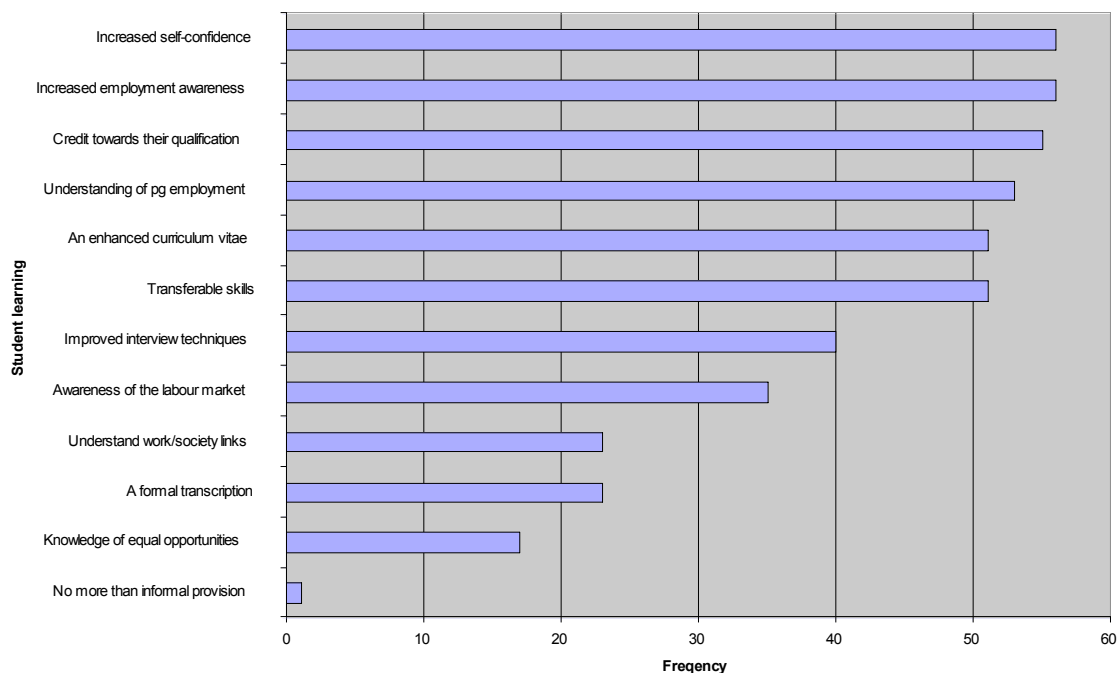


### *What students gained*

Respondents reported a wide range of aspects where they felt students had gained from the credit-bearing careers education (Figure 4.23).

Many reported multiple gains. It should be remembered that the respondents to the questionnaire were often those teaching the unit in question and so likely to have a positive view of the contribution of the units. It should also be remembered that the views below represent staff perceptions of what the students gained. It would be interesting to undertake follow up perception studies on how useful the provision is to students themselves and whether it impacts significantly on their employability.

**Figure 4.23 Students' Gains from the Credit-Bearing Careers Education Units**



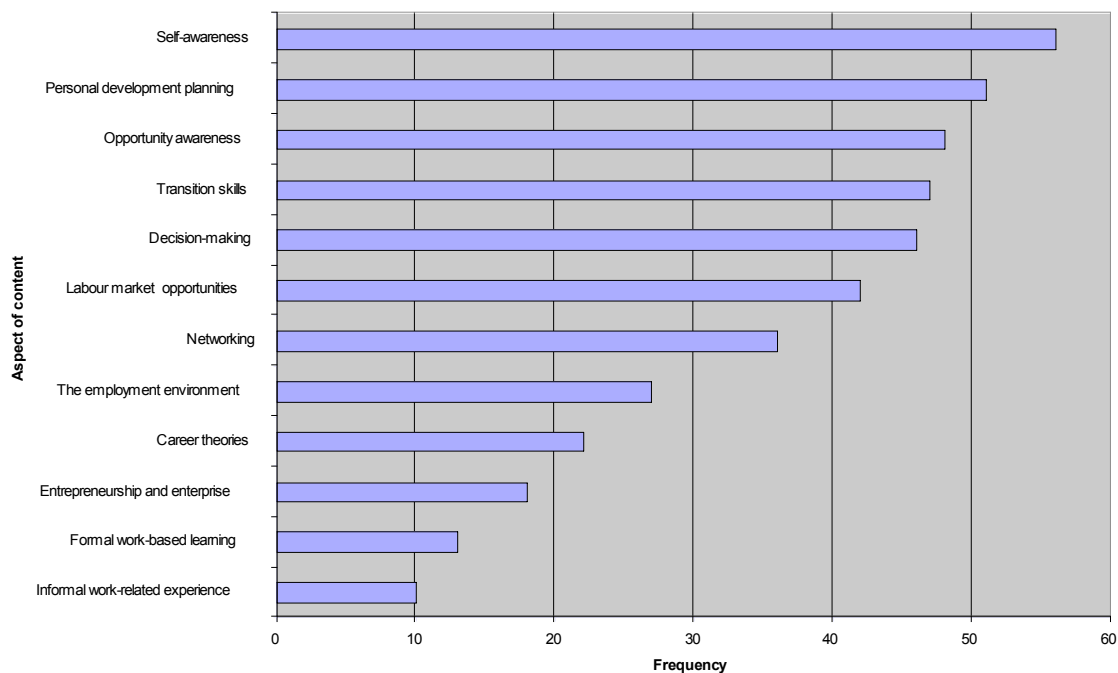
### *Content of the units*

Question 12 in the unit questionnaire asked respondents to indicate the content included in their unit. Respondents reported a wide range of content (Figure 4.24) and many reported multiple aspects of content.

Unsurprisingly, there is a clear relationship between the data provided for questions on the theoretical underpinning, the learning outcomes and the content of the credit-bearing careers education units.

In most of the substantive content categories suggested in our questionnaire (self-awareness, opportunity awareness, decision-making, transition skills, personal development planning, the labour market and available opportunities, employment environments, and career theories), we can see little difference between the different institutional types. However, in a few cases, there appear to be some rather surprising differences.

**Figure 4.24 Content of the Credit-Bearing Careers Education Units**



In the case of entrepreneurship and enterprise, 42% (10) of pre-1992 universities mentioned this as part of the content of their credit-bearing careers education whereas only 20% (4) of post-1992 universities did so. Similarly with networking, 71% (17) of pre-1992 universities mentioned this as part of the credit-bearing careers education they offered, while only 50% (10) of post-1992 universities did so. Formal work-based learning was also more commonly mentioned in pre-1992 universities, in 25% of cases (6) while only one post-1992 universities indicated it in their responses. Informal work-based learning, however, was more often mentioned by post-1992 universities 30% (6) than pre-1992 universities (2). See p.218 for detailed cross-tabulations.

One key informant gave us a flavour of the variety of credit-bearing careers education available in her institution, a former university college in England.

We have courses where credit-bearing careers education is integrated into disciplinary courses. They are not usually comprehensive in coverage in terms of the DOTS model with its self-awareness, opportunity awareness, decision making and transition skills elements. Most programmes follow this. In an integrated unit, it is usually difficult to cover all the elements. At [my institution], we might focus on professional practice, or on a placement practice unit. Or it might be a way of delivering PDP. Or it might be more in-depth industry understanding. For example, one of our honours programmes has a course on networking and campaigning within the advertising industry. It has a lot of details about the sector. It increases opportunity awareness, but there is not a lot on decision making explicitly. We have a lot of those types of courses.

Vignette 11 provides an example of content that one credit-bearing careers education unit might have.

### ***Vignette 11***

<b>Institution:</b>	<b>University of Wales, Aberystwyth</b>
<b>Award:</b>	<b>Undergraduate degree</b>
<b>Programme Title:</b>	<b>Mathematics (Honours) degree</b>
<b>Unit title:</b>	<b>Career Planning and Skills Development</b>
The unit provides an opportunity to develop an integrated range of transferable skills, not directly connected with Mathematics, but designed to enhance students learning experience and their employment prospects.	
This unit introduces these first year undergraduate students to a number of IT packages: a word-processing package, a presentation package, a spreadsheet	

package and a statistics package illustrating simple uses of these packages in the workplace. The Careers Advisory Service provides, as part of this unit, a skills awareness programme during which each student prepares a Curriculum Vitae. Working in teams, students will research the careers available to graduates in their discipline and the relation of the skills they acquire in their course to these careers. The teams will give group presentations on their findings which make use of the presentation package to which they have been introduced. On an individual basis, students will also prepare and make a short presentation on a topic in Mathematics. An integral part of this unit is the preparation of a Personal Development Portfolio, which forms the basis of discussion during a meeting with the Personal Tutor.

The skills awareness programme, the group presentation and the production of a Personal Development Portfolio provide opportunities for career planning and reflecting on personal development. All but the Personal Development Portfolio are assessed. In producing a PDP, the students will be required to reflect on their learning experiences and record how they should benefit from this reflection.

Additionally, problem solving skills are developed in this unit in dealing with the spreadsheet and statistics assignments and in preparing for the presentation of a topic in Mathematics. Research skills are developed in researching the presentation topic and in researching the skills needed for various forms of employment. Written communication is developed and tested by the written assignments, CV and PDP. Oral communication is developed and tested by the presentation.

Work leading to the group presentation is done in teams. The students also use a variety of computer packages. Numerical concepts and techniques are addressed in connection with the spreadsheet and statistics packages.

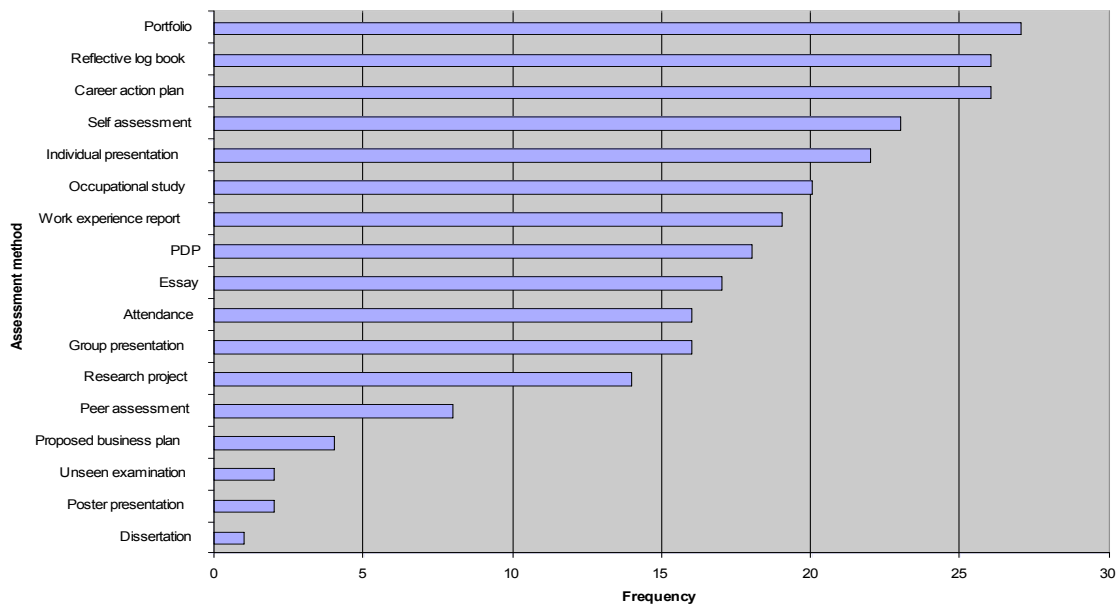
## **4.7 Assessment issues**

### *Assessment strategies and methods*

Respondents reported considerable use of formative assessment (46 cases) as well as summative assessment (45 cases). Fifty four respondents reported that their unit was assessed by coursework. Only three respondents, reported assessment by examination. Respondents reported using a wide range of assessment methods (Figure 4.25). Any one unit often

used multiple methods. Portfolios, career actions plans, reflective log books, self-assessment and individual presentations were the most common assessment methods used. Poster presentations, unseen examinations and dissertations were the least popular methods used.

**Figure 4.25 Assessment Methods Used**



One key informant, described the assessment for one of the units in her institution, a former university college.

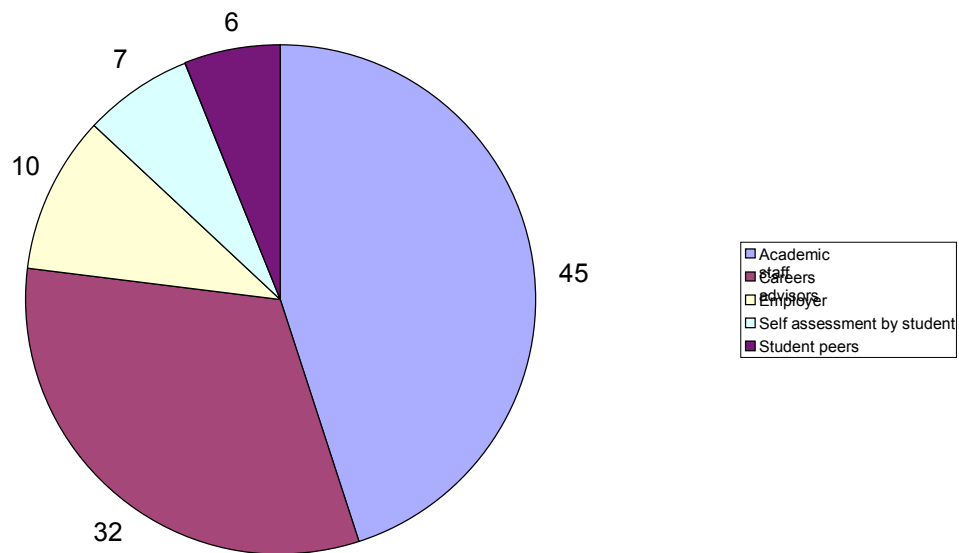
It is basically about applying [the subject] in the real world. Part of it is fieldwork. Part of it is about applying [the subject] in the real world of the future so it is about their own career planning. It focuses on skills development, personal career planning. The core activity is a mock application - there is an application form, a CV, an interview role play with employers involved - workshops leading up to that - often delivered partly by us.

As for assessment: it is assessed - 20% is project presentation about field data, 40% on a major project presentation, 40% on career action planning portfolio - based on reflection in portfolio, reflection on their experiences of being interviewed and being part of an interview panel. Assessment was not on performance in the interview but on their reflection. This has changed now to a more reflective account.

### *People involved in carrying out the assessment*

According to the responses a range of people are involved in carrying out the assessment of credit-bearing careers education units, but the most usual assessors are careers advisors and academic staff (Figure 4.26).

**Figure 4.26 People involved in Assessment of Credit-Bearing Careers Education Units**



Institutional differences in the role of those involved in assessment reflect institutional differences in the main deliverer of credit-bearing careers education. In pre-1992 universities, the main group involved in assessment are careers staff 75% (18) while in post-1992 universities only 40% (8) are involved in assessment. In post-1992 universities, the main group involved in assessment are academic staff (85%, 17) while in pre-1992 universities only 54% (13) are assessed by academic staff.

### *The grading system used in assessment*

The most common grading system used (37 cases) are ones based on the degree classification system. Fifteen units were reported as using a pass/fail system. Three respondents reported using a mixture of systems according to factors such as the year of delivery. One reported using a more finely graded system than pass/fail.

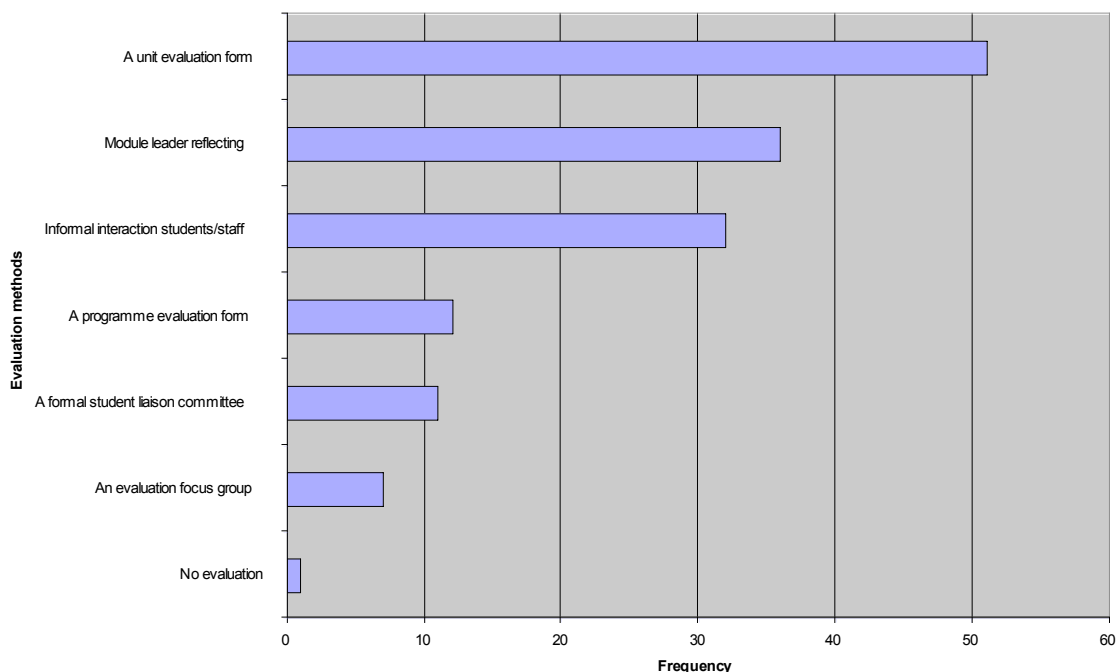


In pre-1992 universities, the grading system is more evenly divided between pass/fail and degree classification systems. In post-1992 universities, the favoured grading system tends to be based on the degree classification system. See p.221 for detailed cross-tabulations.

#### ***4.8 Evaluation of the credit-bearing careers education units***

Respondents reported a wide variety of evaluation methods for the units. Many reported multiple methods (Figure 4.27). The most common evaluation method involved a form or questionnaire. More qualitative forms of evaluation were also used including informal staff/students interaction, staff/student committees and focus groups. Thirty six respondents indicated that professional reflection by the unit leader was a key part of the evaluation process.

**Figure 4.27 Evaluation of the Credit-Bearing Careers Education Units**



#### ***4.9 The development of credit-bearing careers education units***

Question 18 asked respondents to indicate whether the credit-bearing careers education had been used or developed elsewhere (for example in another institution or with a publisher). A large proportion of respondents reported that there had been no external contact in the development or use of the credit-bearing education units they were reporting on. Large numbers of respondents (16-35) did not answer the various elements from this question. Eleven respondents reported that some of the credit-bearing careers units or programmes they were reporting on had been bought in from another institution and six respondents reported that some of their provision had been bought in from a publisher. Three reported that some of their provision had been given to a development project such as a Centre for Excellence in Teaching and Learning and three respondents from different institutions reported that their provision had been integrated into a careers-related Centre for Excellence in Teaching and Learning at their own institution. However, overall there was relatively little evidence of collaboration between institutions in terms of development of credit-bearing careers education.

One of our key informants, from a further education college in England, reported on the difficulty of using materials produced elsewhere. He reported that it had been difficult to use a video on networking with his students as the people in the video were all middle class and his students could not identify with them and their interactions.

### ***Concluding comments***

In this section, we have considered the results from the unit questionnaires and discussed the findings in relation to the provision, teaching, learning and assessment methodologies and modes of organisation. The picture is one of diversity of provision and we have identified some elements which seem to have sectoral or national variation. In the following two sections we try to bring some of this together by way of conclusion. In the next section we offer some thoughts on a fine grained typology of credit-bearing careers education which has emerged from the data. In the final chapter we highlight some of the key findings of this research into credit-bearing careers education.

## Section 5      Typology

One of the aims of this research was to investigate the range of credit-bearing careers education with a view to developing a fine-grained typology (or classification) of the provision. The data suggest that there are a large number of factors which affect whether or not an institution has developed, or is thinking of developing, careers education as part of their curriculum offer. These factors can be identified as operating at the macro (national and international), meso (local and institutional) and micro (individual unit) level.

### *Macro-level factors*

At the macro level, national and international drivers help determine the environment within which individual institutions have to operate. These factors reflect the political, social and economic climate of the day and influence the decisions institutions make about their curriculum offer. The macro factors operating today in the UK include factors such as:

- the national policy framework
- funding drivers and the plans to introduce higher student fees
- quality assurance and quality enhancement trends
- location of institutions within the United Kingdom and the influence of devolved political powers.

Such factors have a powerful, yet often indirect, effect on the practice within higher education institutions. For example, the national policy framework has had a significant impact in identifying key areas for curriculum development in higher education. The interest, for instance, of government in engaging employers in identifying curriculum needs and contributing to the cost of higher education provision is a good example of this, clearly identified in the Secretary of State's letter to HEFCE in January 2006 (Kelly, 2006).

' There are two major priorities that I am asking the Council to pursue, not just in the funding allocations it decides in the short-run, but in developing strategy for the longer term. The first is to lead radical change in the provision of higher education in this country by incentivising and funding provision which is wholly designed, funded or provided by employers. A strategy of growth through employer-led provision will ensure that the HE sector is fulfilling that vital part of its mission that delivers the skills that the labour market needs.'  
(Kelly, R., 2006, DfES)

Political drivers also have an impact on funding streams as exemplified by widening participation initiatives and the introduction of foundation degrees. Both of these policies have impacted on the curriculum offer and have been instrumental in institutions thinking about how students are prepared for their future employment. Although widening participation may not have had a large direct impact on curriculum change, the impact of a greater diversity of students within higher education has increased the pressure on both academic and student support services, and institutions are having to reassess how they deliver programmes to this diversity. Foundation degrees, on the other hand, have an explicit requirement for curriculum development to address the students' employment needs and all foundation degree programmes should have embedded career development provision. As we have discussed already in considering the results from this research, there is a question about how involved careers staff are in the development of foundation degrees and other new award programmes and how they engage with validation processes.

All institutions reflect these political 'flavours of the day' to a greater or lesser extent; the degree and nature of their engagement possibly being influenced by their primary mission as research-led or teaching-led institutions and their perception of the relative importance of the different competing political pressures in the environment in which they operate. The outcomes of this research have identified a number of key differences between the institutional types making up the sector which may be linked to this orientation.

Credit-bearing careers education is mostly funded through funding council allocation or the distribution of funding according to the formulae used within institutions. One funding stream which has had a particular effect within England has been the development of Centres of Excellence for Teaching and Learning (CETLs). There are nine CETLs related to careers

education and/or employability: six located in post-1992 institutions; two in pre-1992 institutions; and one in a specialist college. One of the specific political aims for this funding was that the CETLs should act as catalysts for development in other institutions through their influence on practice. The results from this research indicate that there has been little spread effects of innovation as yet with very few institutions reporting collaborative work. However, it is early days in the life of the CETLs and their impact may increase as they become more established.

### *Meso-level factors*

The meso-level in this typology are those factors which relate to the local scale and the policy and practice within individual institutions. Examples of such interrelated factors include:

- the type of the institution
- the institutional history
- the focus of the institution
- institutional policy

This research has identified many differences in practice between the different types of institution that make up the higher education sector (in this case we have used a broad classification into pre-1992 university, post-1992 university, university college, specialist college, FHE college although we recognise that other classifications exist). Among other things, different types of institution will have different funding streams; access to different sources of funding; different institutional missions and spheres of engagement.

This research has revealed differences in the credit-bearing provision in careers education. For example, of the replies from institutions which provided credit-bearing careers education, less than half of the pre-1992 universities offered credit-bearing careers education whereas most of the post-1992 universities offered such provision. The responses from other sub-types of higher education (especially university colleges and FHE colleges) suggests the existence of little credit-bearing provision. It is interesting to note that the sectors which indicated the highest proportion of credit-bearing careers education were the post-92

universities and the specialist colleges which may reflect the more vocational nature of the programmes offered by these institutions and/or a greater focus on careers education provision embedded in the curriculum.

Some of the difference may be due to factors such as differences in funding. For example, low rates of provision in FHE colleges may reflect the dominance of the influence in these institutions of Learning and Skills Council funded provision where careers provision is often provided by a separate Advice and Guidance Service which deals with students on an individual basis. This may help explain why there is little embedded careers provision in the HE programmes.

Our research also suggests that at the meso-level, institutional history may play a part in current provision and we have reported instances of where changes in institutional structure or where particularly active individuals/champions have had a very significant influence on institutional practice. One post-1992 university in England, for instance, as an early adopter of credit-bearing careers education across almost the entire university because of the efforts of one very active individual and an institutional environment which was open and receptive to this type of development and saw it as a way of gaining some competitive advantage.

The results from the questions on the origins of credit-bearing careers education suggests that individuals and institutional policy are interacting together in many cases. Although central government was relatively rare as a response category, the influence of policy at the macro-level was likely to be the environment within which the institutional and individual initiatives flourished.

### *Micro-level factors*

The micro-level factors are those factors which operate within institutions at the unit or programme level. There are many examples of these factors operating from the research data. Micro level characteristics take place within a macro- and meso-level context and are influenced by enthusiastic or blocking individuals, departmental priorities and discipline considerations. There will be different outcomes at local level according to these influences.

Some examples of the dimensions of credit-bearing careers education which are outcomes of this process are as follows:

- **Degree of integration**

Three types of provision in terms of integration can be identified from the data. Some provision is vertically integrated i.e. distributed over the years/levels of the programme of study in an incremental, systematic way and students take units or parts of units in more than one year/level. In some of the examples of this type of provision there is a notion of progression built into the curriculum. Other examples involve horizontal integration which can either be distributed across many programmes within one year/level or distributed across one degree programme in several small chunks in different places during one year/level of study. Thirdly, there is credit-bearing provision which is not integrated with the programme in any way but which is standalone provision i.e. a unit or part unit of careers provision which does not have disciplinary content.

- **Disciplinary integration**

The credit-bearing careers education might be integrated into disciplinary teaching i.e. where the careers education has a strong disciplinary focus and application, or taught as a stand-alone component i.e. containing generic careers education free of disciplinary content.

- **Optional or compulsory provision**

The research data suggests that credit-bearing careers education might be either an optional or a compulsory part of a students' programmes. Some institutions have a policy of all students taking compulsory credit in careers education.

- **Involvement of different personnel**

Within the responses to the questionnaires we can identify a range of people who can be involved in the delivery of the provision such as careers service staff, academics, employers, and alumni. The nature of the provision does seem to reflect who initiates the provision, who leads the teaching, who teaches on it and who is involved in the assessment. The most common form of provision in pre-1992 institutions was led by careers service staff whereas in all other types of institutions the provision was more likely to be run as a joint venture between careers staff, academic staff and others.



### *Types of provision*

Although we found a wide variety of provision of credit-bearing careers education in this research, five main types can be identified and these have all been illustrated through the vignettes of interesting practice.

These included:

Type 1: Standalone, generic unit

Complete free-standing unit of largely generic careers education, as part of HE programmes (e.g. Vignettes 1, 4 and 5)

Type 2: Integrated, generic, intra-unit provision

Generic careers education integrated into HE programmes as part of units (e.g. a Personal Development Planning unit) (e.g. Vignette 9)

Type 3: Integrated, discipline-specific, units

Provision tailored to target disciplines and integrated into programmes as an entire unit (eg Vignette 2, 7 and 10)

Type 4: Integrated, discipline-specific, intra-unit provision

Provision tailored to target disciplines and integrated into programmes as part of a unit (eg Vignette 11)

Type 5: Fully integrated provision

Provision fully integrated into, or mapped onto units of HE programmes (e.g. work-based learning unit) (eg Vignettes 3, 6 and 8)

### *Concluding comments*

In this section, we have considered the data with a view to developing a fuller understanding of the typology of provision which exists. The influences on the nature of the provision are multi-factorial and we believe that they act at the macro-, meso- and micro-level and reflect both the external environment and the internal policies and priorities. From our study we have identified five main types of provision which reflect a number of

dimensions to the typology: the nature and degree of integration; whether the provision is generic or discipline - related, whether the provision is delivered as whole units or part units. The vignettes illustrate this typology and allow the reader to understand more fully the current map of provision.

## Section 6      Conclusions and Implications

In this concluding section, we summarise the main conclusions from the research and indicate some possible implications for policy and practice. The section is arranged in themes.

### *Institutional provision of credit-bearing careers education*

The data in this study indicate that under half (41%) of institutions have credit-bearing careers education, and of those without such provision, 11% indicated they intended to introduce it at some point in the future. Post-1992 institutions and specialist colleges are more likely to offer credit-bearing careers education than pre-1992 institutions and university colleges. There seems to be very little credit-bearing careers education in higher education programmes in FHE colleges and careers education in these institutions is more likely to be individualised rather than part of the curriculum. Institutional provision seems to be closely aligned with employability initiatives, PDPs, key skills and work-related learning. The research indicates that for credit-bearing careers education to flourish there need to be enthusiastic individuals who will promote it and act as champions.

The most common reason given for not having credit-bearing careers education was pressure on time within the curriculum. Other reasons stated included a lack of funding and other resources for careers education, and it not being a priority for the institution and/or the careers service.

### *Validation of programmes*

The careers services are most commonly located within centralised Student Services Departments and may not be included in the validation procedures for new academic programmes. This makes it difficult for them to influence the curriculum offer directly. As a result they may also be unaware of the extent of credit-bearing careers education that is occurring within their institution. The location of the careers service in the institutional structure impacts on how the service is viewed both by students, academic staff and

the careers staff themselves. As part of Student Services there is a danger that it will be associated with 'remedial' work providing support for students most at risk.

### *Discipline differences*

The receptiveness of a discipline to credit-bearing careers education may reflect the perceptions of the purpose of a higher education programme and its link to employability. Some disciplines have a much higher incidence of this provision (eg business programmes) than others (eg Modern Languages). Traditional vocational disciplines such as medicine and law have low reported incidences of credit-bearing careers education which may reflect the view that students have already made their career choices by following a particular programme. There is some evidence from the data that a 'deficit model' may be at work with programmes of 'lower academic status' and with lower entry points having a greater proportion of credit-bearing careers education included as a way of boosting the students' employment chances.

### *Confusion over terminology*

The definition of what comprises credit-bearing careers education is not clear and exists in an environment which has a number of terms with overlapping meaning eg employability, careers education, career planning, personal development planning. This makes auditing provision difficult.

### *Awards and delivery levels*

The most common award which contained credit-bearing careers education in this research was the bachelors degree. This is likely to be an under-recording of the delivery at sub-degree level. This research noted a significant lack of returns from foundation degrees despite it being part of the design brief for the award. This may be due to a lack of awareness of such integrated provision by the careers services. The delivery of the credit-bearing careers education occurred at all levels, although there was little provision reported from post-graduate programmes. The pre-1992 institutions were more involved in credit-bearing careers education at higher

award levels. The most common provision reported was for there to be one unit in a programme which could be either optional or compulsory.

### *Delivery of the provision*

Most of the provision of credit-bearing careers education involves careers service staff either working alone or with academic staff and/or the involvement of others. More of the provision was delivered by careers staff in pre-1992 institutions and by academic staff (with/without careers staff) in post-1992 institutions. There is no evidence that the delivery is targeted at particular student groups. There is evidence in the data of a trend towards there being more credit-bearing careers education in programmes with over half the provision having been developed in the last five years.

### *Funding*

Most of the credit-bearing careers education is funded through allocations from the funding councils. In England, some HEIs have benefited from CETL funding. Where the careers service is located as part of Student Services there seems to be a greater diversity of funding streams.

### *Teaching, learning and assessment*

The research indicates a greater underpinning of practice by frameworks such as the DOTS model than by learning theories. This may be because careers advisers who completed the questionnaire are more familiar with careers theories and frameworks than theories of learning which might be more familiar to academic staff.

The most common number of credit points associated with credit-bearing careers education is 15 and the most common number of contact hours is 21-25 hours and both of these figures tie in with the finding that the most common provision in a programme is one optional or compulsory unit. The post-1992 institutions have a tendency to offer a higher number of credits than pre-1992 institutions. There is a large range in the number of students involved with the provision from less than twenty students to it being

institutional policy for all students to receive credit-bearing careers education.

The data suggest that the most common mode of delivery is face to face, although most provision uses a blended form of delivery incorporating multiple delivery modes. Online delivery is a common option, often combined with the use of virtual learning environments. The move to online delivery in part reflects the increased pressure on the careers services with the move to a mass system of higher education.

Much of the provision reported used traditional teaching methods with lectures, workshops and seminars as being the most frequently cited. This dominance of more traditional teaching methods might be an attempt to 'legitimise' the input and make it more credible with academic colleagues who sit on validation panels and academic standards committees.

Employer inputs were common in the university sector and specialised colleges but less common in FHE colleges, and team teaching was found more frequently in the universities than in the other institutions.

The professional role for the main lead for the unit influenced the learning outcomes in the unit. When the learning outcomes specify vocation/ profession-specific training, it is more likely to be delivered by an academic member of staff, whereas when the learning outcomes specify the labour market, it is more likely to be delivered by careers staff.

There was little difference between careers staff and other groups in overall assessment strategy. However, in terms of assessment methods, it seems that careers' staff are more likely to assess through 'occupational studies' than academic staff, who are more likely to assess by essays, work experience reports, portfolios, career action plans and reflective log books. The most common grading systems used are based on degree classification grades.

### *Learning outcomes*

Respondents reported a wide range of intended learning outcomes for their credit-bearing careers education. The most commonly cited were:

- Self-awareness
- Job acquisition skills
- Decision-making skills
- Occupational awareness
- Opportunity awareness

The most reported student gains from the provision included:

- Increased self-confidence
- Increased employment awareness
- Credit towards their qualification
- Understanding of post-graduate employment
- An enhanced curriculum vitae

#### *Collaborative development of provision*

Less than half of the respondents indicated that they had developed their provision in collaboration with another institution or the business community. A large proportion of the respondents reported that there had been no external contact in the development or use of the credit-bearing careers education units.

#### *Concluding comments*

This report provides a snapshot of provision of credit-bearing careers education taken during the academic year 2005-2006. The outcomes are based on key informant interviews, two questionnaire surveys at the institution and unit level, and information from our advisory group. The return rates from the questionnaires mean that the conclusions have to be treated with some care but the evidence is that the data is a fuller picture of current provision than the returns suggest due to the tendency of institutions without credit-bearing careers education being less likely to make a return. The return rate of 50% for the university sector provides a fairly robust dataset.

One of the key findings is the difficulty of gaining a good picture of the provision within any institution because of its dispersed nature. The careers services have a good knowledge of what they are involved with but are often

not formally engaged with the process of curriculum development. This affects both their knowledge of the provision that exists within their institutions and their ability to influence the curriculum content and practice.

Despite these issues, the research has identified a rich diversity of practice, illustrated by the sample of vignettes that we have included here, and we hope that this provides a starting point for further discussion and debate on the place of credit-bearing careers education in the curriculum.



## **Appendix 1   Questionnaire 1 Institutional Level**

# **Career Making Curriculum Development and Career Decision-Making in Higher Education**

## **Questionnaire 1 Institutional Perspective (To be completed by Head of Careers or Careers Adviser or Head of Student Services or Employability Co-ordinator or QA officer or someone who can provide information for the institution)**

Please read the accompanying letter for a full explanation of the project aims and definitions of terms.

Please complete this questionnaire for your institution. Each question explains what is needed. Most questions either require you to type in your answer or to click in the boxes to indicate your agreement. You may need to consult others such as Learning and Teaching Co-ordinators, Programmes Leaders or Deans.

If you are also responsible for running a course /unit of credit-bearing careers education, please will you also complete questionnaire 2 for programme/unit leaders, or ensure it is passed on and completed by the appropriate member(s) of staff.

The grey shaded areas in the questionnaire on-screen indicate where you should click the box or type your response.

**Please email or post completed questionnaires within the next two weeks.**

### **Contact details:**

Ros Foskett, University of Southampton, School of Education, Highfield, Southampton, SO17 1BJ. Telephone: 023 8059 3080. Email [R.Foskett@soton.ac.uk](mailto:R.Foskett@soton.ac.uk).

Brenda Johnston, University of Southampton, School of Education, Highfield, Southampton, SO17 1BJ. Telephone: 023 8059 7576. Email [bhmj@soton.ac.uk](mailto:bhmj@soton.ac.uk).

**Many thanks for your help**



1. What is the name of your institution? Type name:
  
2. How would you best describe your institution? Please click in the most appropriate box.  
 It is a:
  1. ☐ Pre-1992 University
  2. ☐ Post-1992 University
  3. ☐ University College
  4. ☐ Specialised college e.g. an Art College
  5. ☐ Further and Higher Education College
  6. ☐ Further Education College offering HE courses
  7. ☐ Sixth Form College
  8. ☐ Other  
 Please specify:
  
3. What is your role in the institution? Please indicate all that apply by clicking in the boxes
  - (a) ☐ Head of the Careers Service
  - (b) ☐ A careers adviser
  - (c) ☐ A member of academic/teaching staff
  - (d) ☐ A member of support staff other than careers
  - (e) ☐ Other  
 Please specify:
  
4. Please indicate the descriptions that fit the situation in your institution. Please indicate all that apply by clicking in the boxes.
  - (a) ☐ We have awards/programmes of study which contain credit-bearing careers education
  - (b) ☐ We run vocational programmes which prepare students for a specific job/profession
  - (c) ☐ We have optional units/modules of credit-bearing careers education
  - (d) ☐ We have compulsory units/modules of credit-bearing careers education
  - (e) ☐ We have stand-alone credit-bearing careers education
  - (f) ☐ We do not currently have credit-bearing careers education but we intend to introduce it before the end of this academic year (by July 2006).
  - (g) ☐ We do not currently have credit-bearing careers education but we intend to introduce it sometime in the future
  - (h) ☐ We do not currently have credit-bearing careers education
  - (i) ☐ We have made a decision not to have credit-bearing careers education as part of our curriculum offer

If you wish to make any comment on this position, please do so here:

If you have indicated that you do not have credit-bearing careers education in your institution, please go straight to question 22.

5. Please indicate, by clicking in the boxes, which of the following subject areas in your institution run credit-bearing careers education as part of their programmes. The subject categories in this list are from the HESA classification:

	Subject area	JACS Code
(a) <input type="checkbox"/>	Medicine and dentistry	A
(b) <input type="checkbox"/>	Subjects allied to medicine	B
(c) <input type="checkbox"/>	Biological Sciences	
C		
(d) <input type="checkbox"/>	Veterinary Science	D1/2
(e) <input type="checkbox"/>	Agriculture and related subjects	
D0/3/4/5/6/7/9		
(f) <input type="checkbox"/>	Physical sciences	
F		
(g) <input type="checkbox"/>	Mathematical sciences	
G0/1/2/3/90/91/99		
(h) <input type="checkbox"/>	Computer science	
G4/5/6/7/92		
(i) <input type="checkbox"/>	Engineering and technology	H,J
(j) <input type="checkbox"/>	Architecture, building and planning	K
(k) <input type="checkbox"/>	Social studies	
L		
(l) <input type="checkbox"/>	Law	
M		
(m) <input type="checkbox"/>	Business and administrative studies	N
(n) <input type="checkbox"/>	Mass communication and documentation	P
(o) <input type="checkbox"/>	Languages	
Q,R,T		
(p) <input type="checkbox"/>	Historical and philosophical studies	V
(q) <input type="checkbox"/>	Creative arts and design	W
(r) <input type="checkbox"/>	Education	
X		
(s) <input type="checkbox"/>	Combined	
Y		
(t) <input type="checkbox"/>	Psychology	
C8		
(u) <input type="checkbox"/>	Geography and environmental Science	F8, L7
(v) <input type="checkbox"/>	Economics and Politics	L1/2
(w) <input type="checkbox"/>	English	
Q3		

The HESA website provides a breakdown of the subject areas in detail. The principal subject codes can be found at [http://www.hesa.ac.uk/jacs/JACS\\_PS.htm](http://www.hesa.ac.uk/jacs/JACS_PS.htm).

6. In your institution, which of the following **awards** contain credit-bearing careers education. Please indicate all that apply by clicking in the boxes.:

- (a) ☐ Foundation level courses
- (b) ☐ Certificate of Higher Education
- (c) ☐ HNC
- (d) ☐ Diploma of Higher Education
- (e) ☐ HND
- (f) ☐ Foundation Degree
- (g) ☐ Bachelors degrees
- (h) ☐ Graduate certificates and diplomas
- (i) ☐ Masters degrees
- (j) ☐ Post graduate certificates and diplomas
- (k) ☐ Doctorates
- (l) ☐ Other

Please specify:

7. Please indicate the national qualifications framework **levels** for the awards in which you deliver credit-bearing careers education. Answers a) to e) apply to England, Wales and Northern Ireland and answers f) to k) apply to Scotland. Please indicate all that apply by clicking in the boxes. For example, if you deliver careers education as part of an Honours degree, please check on (c) or (h).

**For England, Wales and Northern Ireland:**

- (a) ☐ Doctorate (D)
- (b) ☐ Masters (M)
- (c) ☐ Honours (H) (e.g. Honours degree, graduate certificate) (year 3 full-time programme).
- (d) ☐ Intermediate (I) (e.g. Foundation degree, DipHE, HND) (year 2 full-time programme).
- (e) ☐ Certificate (C) (e.g. Cert HE, HNC) (year 1 full-time programme)

**For Scotland:**

- (f) ☐ SCQF level 12 (Doctorate)
- (g) ☐ SCQF level 11 (Masters)
- (h) ☐ SCQF level 10 (Honours degree, Graduate Diploma)
- (i) ☐ SCQF level 9 (Ordinary degree, Graduate Certificate)
- (j) ☐ SCQF level 8 (HND, Diploma in Higher Education)
- (k) ☐ SCQF level 7 (HNC, Certificate in Higher Education)

8. Please fill in the table below (as much as you can) to give details of the units/modules which deliver the credit-bearing careers education in your institution. For level of delivery please use the categories given in question 7. For example, if your module is delivered in year 2 of an honours degree in England, write I for intermediate.

Please use the FHEQ descriptors (England, Wales and Northern Ireland) or the SCQF levels (Scotland) indicated above in Question 7.

If your institution has a large number (>10) of such units/ modules, please state:

1. the approximate number of units/modules
2. the approximate % of programmes which contain credit-bearing careers education in your institution.

Please give indicative examples of these units in the table below.

	Unit/module name	Level of delivery	Number of credit points	Approx. number of students per year	Approx. number of contact hours	Is the unit Compulsory? Yes/No
	E.g. Personal and professional development 1	e.g. I 2	e.g. 15 3	e.g. 80 4	e.g. 36 5	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 6
a						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
b						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
c						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
d						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
e						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
f						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
g						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
h						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
i						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
j						1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

Please consider the following statements describing types of provision. Please choose whether the statement applies to **ALL**, **MOST**, **SOME** or **NONE** of the provision in your institution and indicate your choice by clicking in one box in each row.

The provision is:

	All	Most	Some	None
	3	2	1	0
A complete free-standing module/unit of largely generic careers education, as part of HE programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic careers education integrated into HE programmes as <b>part of</b> modules/units (e.g. a Personal Development Planning module)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tailored to target disciplines and integrated into programmes as <b>an entire module/unit</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tailored to target disciplines and integrated into programmes as <b>part of</b> a module/unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Fully integrated into, or mapped onto, modules /units of HE programmes e.g. work-based learning module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please specify:				

10. Who is responsible for delivering credit-bearing careers education in your institution? Please choose, by clicking in the box, whether each statement applies to **ALL**, **MOST**, **SOME** or **NONE** of the provision.

	All	Most	Some	None
	3	2	1	0
1. Careers advisers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Discipline specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Discipline specialists and careers staff together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5. Student services staff

☐ ☐ ☐ ☐

6. Alumni

☐ ☐ ☐ ☐

Other.

☐ ☐ ☐ ☐

Please specify:

11. Please consider the following statements about funding credit-bearing careers education provision in your institution. Please indicate all that apply by clicking in the boxes. The provision is funded by:

- (a) ☐ Allocation from the Funding Council (based on student numbers)
- (b) ☐ Careers Service core budget
- (c) ☐ CETL money (Centres for Excellence in Teaching and Learning)
- (d) ☐ Development Funds from own institution
- (e) ☐ Money transferred from a partner HEI
- (f) ☐ Research and development grant
- (g) ☐ Other

Please specify:

12. At which of the following age groups do you target credit-bearing careers education? Please indicate all that apply by clicking in the boxes.

- (a) ☐ 18-21 year olds
- (b) ☐ 22-30 year olds
- (c) ☐ 31-60 year olds
- (d) ☐ 61 years and older
- (e) ☐ No specific age group targeted

13. Which of the following theoretical models (identified in the draft Careers Benchmark Statement) underpin the credit-bearing careers education in your institution? Please indicate all that apply by clicking in the boxes.

- (a) ☐ Trait-and factor theories (emphasise the stable structures of the individual such as abilities and preferences)
- (b) ☐ Self-concept theories (emphasise the interactive and development nature of the individual)
- (c) ☐ Opportunity-structure theories (emphasise socio-economic factors)

- (d) ☐ Community-interaction theories (emphasise the role of personal encounters and social networks in affecting careers choice)
- (e) ☐ DOTS model (e.g. Law and Watts, 1977)
- (f) ☐ Post-DOTS approach (e.g. Watts et al, 1997)
- (g) ☐ Constructivist approach
- (h) ☐ Arthur's Careers Competencies
- (i) ☐ Law's career learning theory
- (j) ☐ Social constructionist approach
- (k) ☐ Do not have an underlying theoretical model
- (l) ☐ Do not know
- (m) ☐ Other

Please specify:

14. How would you describe the institutional alignment of the credit-bearing careers education? Institutional alignment categories are based on the work in the Draft Careers Benchmark Statement. By institutional alignment we mean to what policies and strategies does your institution link the credit-bearing careers education? Please indicate all that apply by clicking in the boxes.

The credit-bearing careers education is aligned to:

- ☐ Personal development planning (PDP)
- ☐ Work-related learning (WRL/WBL)
- ☐ Widening participation (WP)
- ☐ Regional development
- ☐ Enterprise initiatives
- ☐ Personal tutorial systems
- ☐ Employability
- ☐ Transferable/key skills
- ☐ It is stand-alone.
- ☐ Other

Please specify:

15. How did the credit-bearing careers education come into existence? Please indicate all that apply by clicking in the boxes.

- (a) ☐ Enthusiastic individual(s) in the institution
- ☐ Careers Service initiative
- ☐ Disciplines requested it
- ☐ Institutional policy
- ☐ Regional initiative

- ☐ In response to central government initiative  
☐ Student demand  
☐ Other  
 Please specify:

16. Who was **responsible for developing** the credit-bearing careers education curriculum in your institution. Please indicate all that apply by clicking in the boxes:

- (a) ☐ Enthusiastic individual(s) in the institution  
 (b) ☐ Members of the Careers Service  
 (c) ☐ Discipline specialists  
 (d) ☐ Other  
 Please specify:

17. Approximately how long ago did you start to deliver credit-bearing careers education in your organisation? Please click ONE box only.

1. ☐ less than 1 year  
☐ 1-2 years  
☐ 3-5 years  
☐ 6-10 years  
☐ 11-20 years  
☐ More than 20 years  
 7. ☐ Don't know

18. In developing the credit-bearing careers education in your institution, have you collaborated with another institution or the business community? Click on either Yes or No.

1. ☐ YES  
 2. ☐ NO

If YES, please state briefly the nature of this collaboration:

19. Do you wish the information returned in this questionnaire to remain anonymous? Click either Yes or No.

1. ☐ YES Please go to question 21.  
 2. ☐ NO Please go to question 20.

20. If you are happy to have information about your credit-bearing careers education made publicly available, you may wish to give contact details where interested people can find out more:

Name:

Role:

Email:

Telephone:

URL for information:

I do not want to be contacted ☐

21. This research project aims to include in the final report examples of interesting credit-bearing careers education. Would you be prepared for us to approach you to discuss this further? Please click either Yes or No:

1. ☐ YES

2. ☐ NO

If yes, please give the contact details if different from Question 20.

Name:

Role:

Email:

Telephone:

22. **Answer only if you do not have credit-bearing careers education in your institution.** Which of the following statements apply? Please click in the boxes for all the statements that apply:

(a) ☐ My institution does not want to provide credit-bearing careers education

☐ My institution does not have the resources to provide credit-bearing careers education

☐ My institution does not see credit-bearing careers education as a priority

☐ The careers service is not funded to provide credit-bearing careers education

☐ The careers service does not want to provide credit-bearing careers education

☐ The careers service does not see credit-bearing careers education as a priority

☐ The careers advisers do not feel able/qualified to deliver credit-bearing careers education

☐ Pressure on the curriculum makes it difficult to find time to offer credit-bearing careers education

☐ My institution is not an awarding body and so cannot offer credit-bearing careers education

☐ Other

Please specify:

If students do not have access to careers education as part of their course,  
Where do they receive it?

23. Where is the careers advisory service located in the institutional structure of your organisation? Please click on ONE box only.

- ☐ Students services
  - ☐ Business services
  - ☐ Library services
  - ☐ Central administration
  - ☐ As a separate service
  - ☐ Embedded in academic provision
  - ☐ Teaching and learning directorate
  - ☐ Quality assurance unit
  - ☐ Learning resources
  - ☐ Other
- Please specify:

**Many thanks for completing this questionnaire.**

**Please email it back to: [bhmj@soton.ac.uk](mailto:bhmj@soton.ac.uk).**

**Alternatively, if you have a hard copy please return to:-**

**Dr Brenda Johnston  
School of Education  
University of Southampton  
Highfield  
Southampton  
SO17 1BJ**

## **Appendix 2   Questionnaire 2 Module Level**

# **Career Making Curriculum Development and Career Decision-Making in Higher Education**

## **Questionnaire 2 Programme Perspective (To be completed by the programme, unit, module leader)**

Please read the accompanying letter for a full explanation of the project aims and definitions of terms.

You have been asked to complete this questionnaire because you run a programme or module or unit which contains some credit- bearing careers education.

Please complete this questionnaire for your programme, module or unit. Each question explains what is needed. Most questions either require you to type in your answer or to click in the boxes to indicate your agreement. If you have problems with particular aspects please e-mail or telephone us.

The grey shaded areas in the questionnaire on-screen indicate where you should click the box or type your response.

**Please email or post completed questionnaires within the next two weeks.**

### **Contact details:**

Ros Foskett, University of Southampton, School of Education, Highfield, Southampton, SO17 1BJ. Telephone: 023 8059 3080. Email R.Foskett@soton.ac.uk.

Brenda Johnston, University of Southampton, School of Education, Highfield, Southampton, SO17 1BJ. Telephone: 023 8059 7576. Email bhmj@soton.ac.uk.

**Many thanks for your help**

1. What is the name of your institution? Type name:
  
2. What is your role in the institution? Please indicate all that apply by clicking in the boxes.
  - (a) ☐ Head of the Careers Service
  - (b) ☐ A careers adviser
  - (c) ☐ A member of academic/teaching staff
  - (d) ☐ A member of support staff other than careers
  - (e) ☐ Other  
Please specify
  
3. Please give details of the credit-bearing careers education course that you offer?

Name of unit/course:

Title of Award:

Qualification level: \*

Level of delivery: \*\*

Number of credit points:

Approximate number of students per year:

Approximate number of contact hours:

Is the unit compulsory/mandatory?

\*Please use the FHEQ descriptors (England, Wales and Northern Ireland) or the SCQF levels (Scotland) to indicate the level of **the award** which the students get on completion. See relevant table below.

\*\* Please use the FHEQ descriptors (England, Wales and Northern Ireland) or the SCQF levels (Scotland) to indicate the level of **delivery** e.g. if the provision is delivered in the first year of a full time undergraduate programme it would be level C (FHEQ) or level 7 (SCQF). See relevant table below.

#### Qualifications Framework levels

Higher Education Qualifications	Qualification Framework in England, Wales and Northern Ireland (FHEQ)	Qualifications Framework in Scotland (SCQF)
Doctorates	D	12
Masters	M	11
Honours degrees, graduate diplomas	H	10
Ordinary degrees, Graduate Certificate	H	9



HND, Foundation degree, Diplomas in Higher Education	I	8
HNC, Certificate in Higher Education	C	7

Please indicate, by clicking in the boxes, the subject area(s) of the programme(s) that your module/ unit contributes to:-

	Subject area	JACS Code
(a)	<input type="checkbox"/> Medicine and dentistry	A
(b)	<input type="checkbox"/> Subjects allied to medicine	B
(c)	<input type="checkbox"/> Biological Sciences	C
(d)	<input type="checkbox"/> Veterinary Science	D1/2
(e)	<input type="checkbox"/> Agriculture and related subjects D0/3/4/5/6/7/9	
(f)	<input type="checkbox"/> Physical sciences	F
(g)	<input type="checkbox"/> Mathematical sciences G0/1/2/3/90/91/99	
(h)	<input type="checkbox"/> Computer science	G4/5/6/7/92
(i)	<input type="checkbox"/> Engineering and technology	H,J
(j)	<input type="checkbox"/> Architecture, building and planning	K
(k)	<input type="checkbox"/> Social studies	L
(l)	<input type="checkbox"/> Law	M
(m)	<input type="checkbox"/> Business and administrative studies	N
(n)	<input type="checkbox"/> Mass communication and documentation	P
(o)	<input type="checkbox"/> Languages	Q,R,T
(p)	<input type="checkbox"/> Historical and philosophical studies	V
(q)	<input type="checkbox"/> Creative arts and design	W
(r)	<input type="checkbox"/> Education	X
(s)	<input type="checkbox"/> Combined	Y
(t)	<input type="checkbox"/> Psychology	C8
(u)	<input type="checkbox"/> Geography and environmental Science	F8, L7
(v)	<input type="checkbox"/> Economics and Politics	L1/2
(w)	<input type="checkbox"/> English	Q3

The HESA website provides a breakdown of the subject areas in detail. The principal subject codes can be found at [http://www.hesa.ac.uk/jacs/JACS\\_PS.htm](http://www.hesa.ac.uk/jacs/JACS_PS.htm).

5. How is this credit-bearing careers education course delivered? Please indicate all that apply by clicking in the boxes.

- (a) ☐ Online  
(b) ☐ Face-to-face  
(c) ☐ Distance learning  
(d) ☐ Virtual learning environment (VLE)

(e) ☐ Other

Please specify:

6. Where is the credit-bearing careers education course delivered? Please indicate all that apply by clicking in the boxes. It is delivered in a:

- ☐ Higher education institution
- ☐ Further education institution
- ☐ Further and higher education institution
- ☐ Workplace
- ☐ All by online learning

(f) ☐ Other

Please specify:

7. What teaching and learning methods are used to deliver the credit-bearing careers education course? Please indicate all that apply by clicking in the boxes.

- ☐ Lectures
- ☐ Seminars
- ☐ Workshops
- ☐ Employer inputs
- ☐ Business games/simulations
- ☐ On-line discussion forum
- ☐ Team teaching
- ☐ Direct experiential learning

☐ Tutorials

(j) ☐ Mentoring

(k) ☐ Role Play

(l) ☐ Video

(m) ☐ Other

Please specify:

8. Which of the following appear in the intended learning outcomes for the credit-bearing careers education course? Please indicate all that apply by clicking in the boxes.

- ☐ Self- awareness (the ability to identify and articulate motivations, skills and personality as they affect career plans)
- ☐ Opportunity awareness (knowledge of opportunities and the ability to research them)
- ☐ Decision-making skills (being able to weigh-up personal factors to make a sound plan)
- ☐ Transition skills (e.g. networking contracts, self-marketing, interviewing techniques)
- ☐ Job acquisition skills (e.g. applications, CVs)

- ☐ Occupational awareness
- ☐ Resource awareness (e.g. information resources)
- ☐ Graduate employability
  - ☐ Vocation/profession-specific training
- ☐ Additional qualities and skills
- (k) ☐ Understanding/analysing labour market information
- (l) ☐ Awareness of equal opportunities issues
- (m) ☐ Career development planning
- (n) ☐ Other

Please specify:

9. What do you think the students have gained from following a credit-rated careers education course? Please indicate all that apply by clicking in the boxes.

- ☐ A formal transcription of their achievement
- ☐ Increased employment awareness
- ☐ Increased self-confidence
- ☐ Better understanding of what is needed to get graduate employment
- ☐ Transferable skills
- ☐ An enhanced curriculum vitae
- ☐ Improved interview techniques
- ☐ Nothing that they couldn't have got from informal provision
  - ☐ Knowledge of equal opportunities
- ☐ Awareness of the labour market
- ☐ Better understanding of links between work and society.
- ☐ Credit towards their qualification
- ☐ Other

Please specify:

10. Who is **involved** in the delivery of the credit-bearing careers education course? Please indicate all that apply by clicking in the boxes.

- ☐ Careers service staff
- ☐ Academic colleagues from the discipline that hosts the course
- ☐ Academic colleagues from other disciplines
- ☐ Other specialised staff
- ☐ Related professionals
- ☐ Employers
- ☐ Alumni
- ☐ Other

Please specify:

11. Who is **the main deliverer** of the credit-bearing careers education course? Please click in ONE box only.

- 1 ☐ A member of the Careers Service staff
- 2. ☐ An academic from the discipline that hosts the course
- 3 ☐ An academic from another discipline
- 4. ☐ A specialised member of staff
- 5 ☐ A related professional
- 6 ☐ An employer
- 7 ☐ An alumnus
- 8 ☐ Other

Please specify:

12. What is the content of your credit-bearing careers education programme/unit/module? Please indicate all that apply by clicking in the boxes.

- (a) ☐ Self awareness (the ability to identify and articulate motivations, skills and personality as they affect career plans)
- (b) ☐ Opportunity awareness (knowledge of opportunities and the ability to research them)
- (c) ☐ Decision-making (being able to weigh up personal factors to make a sound plan)
- (d) ☐ Transition skills (e.g. networking contacts, self marketing, interviewing techniques)
- (e) ☐ Personal development planning
- (f) ☐ The labour market and available opportunities
- (g) ☐ The employment environments (e.g. employment ethics, equal opportunities, legislation, self-employment etc)
- (h) ☐ Entrepreneurship and enterprise
- (i) ☐ Career theories
- (j) ☐ Networking
- (k) ☐ Formal work-based learning
- (l) ☐ Informal work-related experience
- (m) ☐ Other.

Please specify:

13. What is the assessment **strategy** for the credit-bearing careers education course? Please indicate all that apply by clicking in the boxes. It is assessed:

- ☐ Formatively (provides feedback to students during the course so they have opportunity to improve)
- ☐ Summatively (used to sum up a person's achievements, usually at the end of a unit/ module)
- ☐ By coursework

- ☐ By examination  
☐ Other  
Please specify:

14. What **methods** are used to assess the credit-bearing careers education course?  
Please indicate all that apply by clicking in the boxes.

- (a) ☐ Individual presentation  
(b) ☐ Group presentation  
(c) ☐ Poster presentation  
(d) ☐ Essay  
(e) ☐ Unseen examination  
(f) ☐ Seen examination  
(g) ☐ Work experience report  
(h) ☐ Research project  
(i) ☐ Portfolio  
(j) ☐ Occupational study  
(k) ☐ Dissertation  
(l) ☐ Career action plan  
(m) ☐ Reflective log book  
(n) ☐ Proposed business plan  
(o) ☐ Personal development portfolio (PDP)  
(p) ☐ Attendance  
(q) ☐ Peer assessment  
(r) ☐ Self assessment  
(s) ☐ Other  
Please specify:

15. Who is involved in assessing the students on the credit-bearing careers education course? Please indicate all that apply by clicking in the boxes.

- ☐ Careers advisers  
☐ Academic staff  
☐ Student peers  
☐ Self assessment by student  
☐ Employer  
☐ Mentor  
☐ Other  
Please specify:

16. What is the grading system used for the credit-bearing careers education course?  
Please click in one box only.

- ☐ Pass/fail  
☐ Based on degree classification  
☐ Other

Please specify:

17. Please could you provide details of how you evaluate the module/unit. Please indicate all that apply by clicking in the boxes.

- ☐ A module/unit evaluation form  
☐ A programme evaluation form  
☐ An evaluation focus group  
☐ A formal student liaison committee  
☐ Informal interaction between students and staff  
(f) ☐ Module leader reflecting on own module  
(g) ☐ No evaluation  
(h) ☐ Other

Please specify:

18. Have elements of the credit-bearing careers education programme/ module/ unit been used or developed elsewhere? Please choose whether the statement applies to **ALL**, **MOST**, **SOME** or **NONE** of the provision.

The provision has been:

	All 3	Most 2	Some 1	None 0
(a) Bought in from another institution/project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Bought in from a publisher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Sold to another institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Sold to a publisher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Given to a development project (such as a Centre <input type="checkbox"/> for Excellence in Teaching and Learning)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Integrated into a careers-related Centre for Excellence in Teaching and Learning in this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(g) None of the above ☐ ☐ ☐  
☐

(h) Other ☐ ☐ ☐ ☐  
Please specify

19. Please could you provide a brief summary of the credit-bearing careers education module/unit/programme/course? (No more than 150 words)

20. Could you send us any additional information about the credit-bearing careers education course that you run please? This could either be sent as hard copy to our address given at the beginning of this questionnaire or as an attachment if the material is available electronically. We are particularly interested in programme specifications, unit outlines, learning outcomes, and unit/course aims. Please indicate which information you are sending us by clicking in the boxes.

- ☐ Programme specifications (electronic)
- ☐ Programme specifications (hard copy)
- ☐ Unit outline (electronic)
- ☐ Unit outline (hard copy)
- ☐ Web address/URL
- ☐ Other descriptive material

Please specify:

21. Do you wish the information returned in this questionnaire to remain anonymous?  
Click either Yes or No.

- 1 ☐ YES Please go to question 23
- 2 ☐ NO Please go to question 22

22. If you are happy to have information about your credit-bearing careers education made publicly available, you may wish to give contact details where interested people can find out more:

Name:

Role:

Email:

Telephone:

URL for information:

I do not want to be contacted ☐

23. This research project aims to include in the final report examples of interesting credit-bearing careers education. Would you be prepared for us to approach you to discuss this further? Please click either Yes or No:

1 ☐ YES

2 ☐ NO

If Yes please give the contact details if different from Question 22.

Name:

Role:

Email:

Telephone:

**Many thanks for completing this questionnaire.**

**Please email it back to [bhmj@soton.ac.uk](mailto:bhmj@soton.ac.uk)**

**Alternatively, if you have a hard copy please return to:-**

**Dr Brenda Johnston**

**School of Education**

**University of Southampton**

**Highfield**

**Southampton**

**SO17 1BJ**



## **Appendix 3     Mailing and Response Rates by Home Country and Institutional Type**

	England			Scotland			Wales			Northern Ireland			UK totals		
	Questionnaires sent out	Questionnaires received back	% return rate	Questionnaires sent out	Questionnaires received back	% return rate	Questionnaires sent out	Questionnaires received back	% return rate	Questionnaires sent out	Questionnaires received back	% return rate	Total number of questionnaires mailed out to an institutional type	Total number of questionnaires received back from an institutional type	Total percentage rate for an institutional type
<b>Pre-92 universities</b>	51	29	57	8	5	63	7	4	57	2	1	50	68	39	57
<b>Post-92 universities</b>	48	20	42	5	0	0	2	2	100	0	0	N/A	55	22	40
<b>University colleges</b>	9	4	44	2	1	50	3	0	0	2	0	0	16	5	31
<b>Specialist colleges</b>	30	8	27	5	1	20	1	0	0	0	0	N/A	36	9	25
<b>FHE colleges</b>	165	34	21	24	4	17	16	1	6	15	2	13	220	41	19
<b>Country totals</b>	303	95	31	44	11	25	29	7	24	19	3	16	395	117	30

## Appendix 4 Cross-tabulations not included in main text

### Questionnaire 1 Institutional perspective questionnaire

#### Institutional differences cross-tabulations

**Q3 Institutional type by role of person completing the questionnaire (for all institutions returning a questionnaire)**

			Insttype					Total
			Pre-1992 University	Post-1992 University	University College	Specialised College	FHE sector	
Careers staff	Careers staff	Count	30	19	5	6	29	89
		% within Insttype	81.1%	86.4%	83.3%	75.0%	76.3%	80.2%
	Other	Count	7	3	1	2	9	22
		% within Insttype	18.9%	13.6%	16.7%	25.0%	23.7%	19.8%
Total		Count	37	22	6	8	38	111
		% within Insttype	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Q3 Institutional type by role of person completing the questionnaire (for institutions which reported having credit-bearing careers education)**

				0	1	2	3	
6	6	0	4	5	1	4	3	3
		%	%					
	0	0	3	3	1	1	0	8
		%				0%	0%	8%
5		0	7	8	2	5	3	5
		%						

**Q5 Institutional type by subjects with credit-bearing careers education**

						0		
0	0	0	6	1	2	5	3	3
		%					0	
	1	0	1	7	0	0	0	8
		%			0%	0%	0%	
5		0	7	8	2	5	3	5
		%						

				பு வ	க			
நி தி	0	௫ %	1	3	1	4	0	9
	1	௫ %	%			%	0%	%
			6	5	1	1	3	௨
க		௫ %	7	8	2	5	3	5

			வ	வ				
பு து	0	௫ %	3	8	2	2	1	௨
	1	௫ %	4	0	0	3	2	9
					0%			
க		௫ %	7	8	2	5	3	5
								%

**Q6 Institutional type by awards with credit-bearing careers education**

e

D E	0	0%	7	5	2	4	3	4
	1	0%	0	3	0	1	0	4
			0%		0%		0%	8%
H		0%	7	8	2	5	3	5
							%	

u

D	0	0%	7	7	1	5	2	2
	1	0%	0	1	1	0	1	3
			0%			0%		
H		0%	7	8	2	5	3	5
				%				

i

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0	6	%	7	6	1	5	2	4
				%	%	.		
1	6	%	0	2	1	0	1	4
			0%			0%		0%
6	6	%	7	8	2	5	3	5

				9 %	6			
0 %	6		7 0%	5	1	5	2 %	0
	1	6 %	0 0%	3	1	0 0%	1	5
6	6 %		7	8	2 0	5	3	5

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த	0	0%	7	90%	1	5	0%	2
	1	0%	0%	9	1	0%	3	3
த		0%	7	8	2	5	3	5

த த	0	0%	6	3%	1	3%	1	3%
	1	0%	1%	5%	1	2%	2	1%
த		0%	7%	8	2%	5	3	5



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ඉ ඉ	0	0 %	2	0 %	0 %	2	1 %	5
	1	0 %	5	8	2	3	2	0
ඊ %			7	8	2	5 0	3	5

					ඒ	ඒ	ඒ	
උ උ	0	0 %	7	0 %	2 %	4	3	2
	1	0 %	0 %	2	0 %	1	0 %	3
ඌ %			7	8	2	5	3	5

				8	6	6		
M G	0	0%	6	5%	2	2	2	3%
	1	0%	1	3	0%	3	1	8
H			7	8	2	5	3	5

t

P C	0	0%	6%	6	2	2%	2	8%
	1	0%	1%	2%	0%	3	1%	7
H			7	8	2	5	3%	5

D	0	0%	5	8	2	5	3	3
	1	0%	2	0	0	0	0	2
			8%	0%	0%	0%	0%	
T		0%	7	8	2	5	3	5

#### Q11 Institutional type by funding source

A E B	0	0%	8	6	1	3	1	9
	1	0%	9	2	1	2	2	8
							%	%
T		0%	7	8	2	5	3	5

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			7%				7%	
	1	රු ම%	6	0	0	3	1	0
			3%		0%		%	
ම		රු ම%	7	8	2	5	3	5
						%		0%

					රු			රු
ප්‍ර ම ම	0	රු ම%	6	5	1	5	3	0
				%				9%
	1	රු ම%	1	3	1	0	0	5
				%		0%	0%	%
ම		රු ම%	7	8	2	5	3	5
							%	

t

0	6%		5	4%	1	4%	3	3%
			1	6%	2	4%	1	1%
6	6%		7	8	2	5	3	5

d

			0		0	0		
0	0	0%	7	8	1	5	3	4
1	0	0%	0	0	1	0	0	1
			0%	0%		0%	0%	2%
			0			7	8	2

### Q13 Institutional type by theoretical underpinning of credit-bearing careers education

			ප්‍ර ම		ම ග			
ප්‍ර ති ස් ථා	0	෮ %	1	0 %	2	4	1 %	8 %
	1	෮ %	6	8	0 %	1	2	7
මු		෮ %	7	8	2	5	3	8

h

			ප්‍ර ම					
ප්‍ර ති ස් ථා	0	෮ %	8	1	2	3	1 %	8 %
	1	෮ %	9	7	0 %	2	2	8
මු		෮ %	7	8	2	5	3	8

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ଡ ଓ ଓ	0	ଠ %	5	1	2	3	2 %	3
	1	ଠ %	2	7 %	0 %	2 %	1 %	2
ଠ			7	8	2 0	5	3	5

			ଭ					ଠ
ଡ ଠ ଓ ଓ ଓ	0	ଠ %	5 %	0	2	4	3	3
	1	ଠ %	2	8	0 %	1	0 %	1
ଠ			7	8	2	5	3	5

				ப வ	க			
ப வ	0	௫ %	0	6 %	2	5	0 %	2
	1	௫ %	7	2	0 %	0 %	3	2
த			7	8	2 0	5	3	5

			ப					
				வ		ப க		
ப க	0	௫ %	1 %	0 %	2	3	3	2
	1	௫ %	6	8	0 %	2 %	0 %	6
த			7	8	2	5	3	5



				ඉ ම	ඊ			
ද ප	0	ට %	5	7	2	5	3	2
	1	ට %	2	1	0	0	0	3
					0%	0%	0%	
හ		ට %	7	8	2	5	3	5

				ඉ ම	ඊ			
ආ බ	0	ට %	6	7	2	5	3	3
	1	ට %	1	1	0	0	0	2
					0%	0%	0%	4%
ඊ		ට %	7	8	2	5	3	5

j b	0	0%	5	3	2	5	2	3
	1	0%	2	5	0%	0%	1%	8
b			7	8	2	5	3	8

					e	e		
j p	0	0%	6	6	2	5	1	9
	1	0%	1	2	0%	0%	2	5
p			7	8	2	5	3	8

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	1	0 %	4	1 0%	1 %	1	0 0%	7
ඊ		0 %	7	8	2	5	3	5

				ඉ ම				
ආ ආ	0	0 %	6 %	5	1	5	3	9
	1	0 %	1	3	1 %	0 0%	0 0%	5
ඊ		0 %	7	8	2	5	3	5

# Q14 Institutional type by institutional alignment of credit-bearing careers education

				6	6	6	
0	0	4	6	0	2	1	3
	%			%		%	
1	0	3	2	2	3	2	2
	%						%
Total		7	8	2	5	3	5

			6	6			
0	0	9	9	0	3	2	2
	%	%		%	%		
1	0	8	9	2	2	1	2
	%						
Total		7	8	2	5	3	5

n

c PV	0	0%	5%	2%	2	4	2	5
	1	0%	2	6	0%	1	1	0
d			7	8	2	5	3	5

				0	1	2	3	
a	0	0%	6	7	2	5	3	3
	1	0%	1	1	0	0	0	2
			9%	6%	0%	0%	0%	4%
b	0	0%	7	8	2	5	3	5

p

			h					
P b	0	0%	1	4	2	3	3	3%
	1	0%	6	4	0%	2	0%	2%
h			7	8	2	5	3	5

e o

				h	h	h		
P b	0	0%	5	4	0%	4	2	5%
	1	0%	2	4	2	1	1	0
h			7	8	2	5	3	5

				ඉ ම	y			
ආ	0	෧ %	4 %	4	0 %	2	1	1
	1	෧ %	3	4	2	3	2	3
ඊ		෧ %	7	8	2	5	3	5

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ආ ක	0	෧ %	6	7 %	0 %	3 %	1 %	7
	1	෧ %	1	1	2 0	2 %	2	2 %
ඊ		෧ %	7	8	2	5	3	5

				ඉ ම				
ආ	0	෧ %	4 %	6	2	4 %	2	8
	1	෧ %	3	2	0 %	1	1 %	7
එ		෧ %	7	8	2	5	3 0	5

			ම		ම ෧	෧		
ආ	0	෧ %	5 %	6 %	2	5	1	9
	1	෧ %	2 %	2	0 %	0 %	2	6
එ		෧ %	7	8	2	5	3	5

**Q15 Institutional type by the origins of the credit-bearing careers education**



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				ඉ ම				
ආ ම ම	0	0 %	6 %	7	1	4	1	9
	1	0 %	1	1	1	1 %	2	8 %
ඊ		0 %	7	8	2	5	3	5 0

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ආ හ	0	0 %	4 %	5 %	2	2	2	5
	1	0 %	3	3	0 %	3 %	1	0 %
ඊ		0 %	7	8	2	5	3	5

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	၁	၆						
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		%			၀	၁	၀	၃
		%			%	%	%	%
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	၁	၆						
		%			%			
		%			၂	၁	၁	၆
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၈		၆	၇	၈	၂	၅	၃	၆
		%						

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P h	0	0%	4	8	2	5	3	2
	1	0%	3	0%	0%	0%	0%	3
T			7	8	2	5	3	5

				8 %	5			
f g	0	0%	6	5%	2	5	3	4
	1	0%	1	3	0%	0%	0%	4
T			7	8	2	5	3	5

								Total
Institutional types	0	0%	5	7	20	2	2	8
	1	0%	2	1	0%	3	1	7
Total		0%	7	8	2	5	3	8

**Q16 Institutional types by responsibility for developing credit-bearing careers education**

			Institutional types					Total
Institutional types	0	0%	1	6	0%	4	1	2
	1	0%	6	2	2	1	2	2
Total		0%	7	8	2	5	3	8

				ඉ ම	ඳ			
ම ඳ	0	෧ %	4	4	0 %	2 %	0 %	0 2%
	1	෧ %	3	4	2	3	3	5
ත		෧ %	7	8	2	5	3	5

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			ම	ඉ ම	ඳ			
ඳ ප	0	෧ %	2	6 %	1 %	3	3	2
	1	෧ %	5	2	1	2 %	0 %	0 %
ත		෧ %	7	8	2	5	3	5

# Q17 Institutional type by age of the credit-bearing careers education

				6	2	3	2	
B	1	0%	1%	6	2	3	2	2
	2	0%	6	0%	0	1	1	8
	3	0%	0	1	0	0	0	1
W			0%		0%	0%	0%	
B			7	7	2	4	3	3

# Q18 Institutional type by collaboration with other institutions or bodies

g

3 e a b c b o a	1	6		6		9
		% n	7	6	1	2
	2	6		0	1	3
		%	0	0	1	1
6		6	7	6	2	4
		%				3
						2

# Q23 Institutional type by location of careers advisory service in the institutional structure

a

d

V e t e r i n a r y	S	C	9	2	2	0	2	3
	B	C	0	1	0	0	0	1
		%	0%	5%	0%	0%	0%	2%
	B	C	0	0	0	2	0	2
		%	0%	0%	0%		0%	0%
	C	C	4	1	0	0	0	5
		%		5%	0%	0%	0%	
A d v o c a t e d	A	C	0	2	0	1	0	3
		%	0%		0%		0%	3%
	H	C	0	1	0	0	0	1
		%	0%	5%	0%	0%	0%	2%
O		C	3	0	0	1	0	4
		%		0%	0%		0%	0%
T		C	6	7	2	4	2	4
		%						



# Q22 Institutional type by institutions without credit-bearing careers education

t

			ප්‍ර ම			ව	
ප්‍ර ව ෂ ය	0	ව	3	4	4	3	5
		%	0%			0%	
	1	ව	2	0	0	0	0
		%		0%	0%	0%	0%
මු		ව	2	4	4	3	5
		%	0%			0%	

d

			ප්‍ර ම			ව	
ප්‍ර ව ෂ ය	0	ව	2	4	3	2	2
		%		0%			%
	1	ව	0	0	1	1	6
		%	0%	0%			
මු		ව	2	4	4	3	5
		%					

					6	6		
p	0	6%	4	3%	3	2	3%	5%
	1	6%	6	1	1	1	4	3
Total			20	4	4	3%	5	6

				4	6	6		
e	0	6%	3%	3	3%	3	2	5
	1	6%	7	1	1	0%	6	5
Total			2	4	4	3	5	6

			අ ම			ඳ		
අ ම ප ඵ	0	෧ %	9 %	4	4	3	5	6
	1	෧ %	1	0 %	0 %	0 %	0 %	1
ඝ			0	4	4	3	5	6

u

			ම			ඳ		
අ ම ඵ	0	෧ %	8 %	3	4	3	3	0
	1	෧ %	2	1	0 %	0 %	1	4
ඝ			0	4	4	3	5	6

6

								5
			4					
g d t e	0	6%	9	4	4	3	3%	6%
	1	6%	1	0%	0%	0%	4	5
5		6%	0	4	4	3	5	6

								5
			4					
P o d e	0	6%	3	2	4	2	2%	5
	1	6%	7	2	0%	1	1	2
5		6%	0	4	4	3	5	6

			a			b		
M a j e	0	6	0	4	4	3	0	6
		%			0		%	%
e	1	6	0	0	0	0	5	5
		%	0%	0%	0%	0%		
Total			0	4	4	3	5	6

*Country differences cross-tabulations*

**Q2 Country by institutional type for all institutions which responded**

h	0	0%	2	5	4%	1%	3
	0	0%	0	0	2%	0%	2
	U	0%		0%		0%	%
	0	0%	5	1	0%	0%	6
	4	0%	8	0	0%	0%	8
	0	0%	3	5	0%	2	8
							%
h		0%	9	1	6	3	1

## Q2 Country by institutional type for only institutions offering credit-bearing career education

b

h	0	0%	1	2	3%	1%	7
	0	0%	7	0	1	0	8
	U	0%		0%	%	0%	%
	0	0%	2	0	0	0	2
	4	0%	5	0	0	0	5
	0	0%	3	0	0	0	3
		0%		0%	0%	0%	
h		0%	8	2	4	1	5

## Q6 Country type by awards associated with credit-bearing careers education

a

			a				
අ ඵ	0	රු මිලියන	3	2	4	1	4
	1	රු මිලියන	4	0	0	0	4
ඊ	1	රු මිලියන	8	2	4	1	5

			a				
අ ඵ	0	රු මිලියන	5	2	3	1	4
	1	රු මිලියන	3	0	1	0	4
ඊ		රු මිලියන	8	2	4	1	5



අ නු	0	ට බ%	6	2	3 %	1 0%	2
	1	ට බ%	2	0 0%	1 %	0 0%	3
ඊ		ට බ%	8	2	4	1	5

			a				
අ නු	0	ට බ%	3	2	3 %	1	0
	1	ට බ%	4	0 0%	1	0 0%	5
ඊ		ට බ%	8	2	4	1	5

0	0	%	2	2	3	1	2
					%	0%	
1	0	0%	2	0	1	0	3
				0%	%	0%	%
8	0	0%	8	2	4	1	5

i

a

			a				
0	0	%	2	2	3	1	3
				%	%		
1	0	0%	0	0	1	0	1
				0%		0%	
8	0	0%	8	2	4	1	5

			a				
g g	0	0%	5	0%	0%	0%	5
	1	0%	3	2	4	1	0
h			8	2	4	1	5

u

			a				
d c	0	0%	6	2	3	1	2
	1	0%	2	0	1	0	3
f			8	2	4	1	5

			a				
b g	0	0%	2	2%	2	1	3
	1	0%	6	0%	2	0%	8
h			8	2	4	1	5

			a				
p c	0	0%	2	2	3	1	8
	1	0%	6	0%	1	0%	7
h			8	2	4	1	5

							ஊ
அ	0	௫%	8	2%	2	1	3%
	1	௫%	0	0%	2	0	2%
ஊ		௫%	8	2	4	1	5

அ இ	0	௫%	3	2	4	1	4
	1	௫%	4	0	0	0	4
ஊ		௫%	8	2	4	1	5

**Q11 Country type by funding sources for credit-bearing careers education**

			a				
					EV		
4 En P e	0	0%	5	1	2	1	9
					0%	0	2%
	1	0%	2	1	2	0	0
						0%	
5		0%	8	2	4	1	5
							0

			a				
4 e	0	0%	0	2	2	1	2
			0%		%	0%	
	1	0%	3	0	2	0	0
				0%		0%	
5		0%	8	2	4	1	5

			a				
					EV		
d ( a	0	6%	3	2	4	1	0
	1	6%	5	0	0	0	5
			8	2	4	1	5
						0	

n

			a				
d b n	0	6%	2	2	2	1	3
	1	6%	6	0	2	0	8
			8	2	4	1	5

			a				
				d			
0	0	0	8	2	4	1	5
		0%	0			0%	
0	0	0	8	2	4	1	5
		0%					

I

a

			a				
0	0	0	3	2	4	1	4
		0%	0%			0%	
1	0	0	1	0	0	0	1
		0%	0%	0%	0%	0%	2%
0	0	0	8	2	4	1	5
		0%					



4 5	0	6 %	8	1	3 %	0 %	3
	1	6 %	8	1	1 %	1	1 %
5		6 %	8	2	4	1	5

*Location of the careers service cross-tabulations*

**Location of the careers service by funding source**

			£				£	£		
Public	0	£	9	1	1	1	0	1	3	
		%	%				0%		%	
Private	1	£	6	0	1	4	3	0	1	
		%		0%				0%		
Total		£	2	1	2	5	3	1	4	

			6				5 P	6		
0	0	0 % a b c d e f g h i j k l m n o p q r s t u v w x y z A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0 1 2 3 4 5 6 7 8 9 + - * / =	7	0	1	3	1	0	2	2
1	1	1 % a b c d e f g h i j k l m n o p q r s t u v w x y z A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0 1 2 3 4 5 6 7 8 9 + - * / =	8	1	1	2	2	1	2	7
2	2	2 % a b c d e f g h i j k l m n o p q r s t u v w x y z A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0 1 2 3 4 5 6 7 8 9 + - * / =	9	2	2	5	3	1	4	4

			u							
				u	u	u				
0	0	0	2	1	2	5	3	1	4	
		%						%	0	
		a								
		b								
		b								
		g								
		t								
1	1	0	4	0	0	0	0	0	0	
		%	%	%	%	%	%	%	%	
		0								
		e								
		e								
		b								
		b								
		g								
		t								
0	0	0	2	1	2	5	3	1	4	
		%								
		a								
		b								
		b								
		g								
		t								

			f							
			ඊ				ආ ප	භ		
ආ භ	0	ඊ % අ භ ව ම භ	2	1	1	4	2	1	3	
			%		%	%		0	0%	
	1	ඊ % අ භ ව ම භ	4	0	1	1	1	0	1	
				0%				0%		
භ		ඊ % අ භ ව ම භ	2	1	2	5	3	1	4	

t p

			n							s		
M fn	0	C % a b g c	W	2	e 1	e 2	b 5	3	1	4		
				0	0		0%					
B		C % a b g c		2	1	2	5	3	1	4		

b

			r						
			6				5	3	
R h	0	0 % a b b g c	2  %	1	2	5	3	1  0	4
	1	0 0% a b b g c	1  %	0	0	0	0	0  0% 0%	0
h		0 0% a b b g b	2	1	2	5	3	1	4





## Questionnaire 2 Unit-module perspective questionnaire

### Institutional differences cross-tabulations

#### Q3 Institutional type by level of award

				୫	୬			
ଉ	ଉ	୮୫%	1	0 ୦%	0 ୦%	0 ୦%	0 ୦%	1
	୩	୮୫%	0 ୦%	1	0 ୦%	2	0 ୦%	3
	୫	୮୫%	୦	5	2	3	4	4
	୩	୮୫%	0 ୦%	0 ୦%	0 ୦%	1	1	2
	୫	୮୫%	0 ୦%	1 ୦%	0 ୦%	0 ୦%	1 ୦%	2 ୩%
	୩	୮୫%	1 ୫%	3	0 ୦%	0 ୦%	2	6
	୫	୮୫%	2	୦	2	6	8	8

### Q3 Institutional type by level of credit offered

			y					
			i	8 b	5			
E	0	0%	4	4%	0%	1	1	0
	1	0%	5	8%	1	1	1	6
	2	0%	3	3	1	4	1	2
	3	0%	1	4	0%	0%	1	6
E			2	9	2	6	4	5

### Q3 Institutional type by number of students

				8 %	6 %			
6	2	0 %	2	4 %	0 %	2	2	0
	3	0 %	6	8 %	0 %	2	3 %	9
	4	0 %	5	4 %	0 %	0 %	1	0
	5	0 %	4	1 %	1 %	0 %	1	7
	6	0 %	4	2 %	1 %	1 %	1	9
7		0 %	2	9	2	5	8	5

### Q3 Institutional type by number of contact hours

					by %		
6	0	0	8	5	2	2	5
	2	0	0	0	0	2	1
		%	%		%		
7		0	8	5	2	4	6
		%					

### Q3 Institutional type by compulsory/optional nature of the credit-bearing careers education

s

6	0	0	2	4	2	5	4
	0	0	2	4	0	1	1
		%			%		
7		0	2	8	2	6	5
		%					

# Institutional type by subject area of the credit-bearing careers education

M H	0	0%	2	9	2	6	9	3
	1	0%	3	1	0	0	0	4
				0%	0%	0%		
T		0%	2	0	2	6	9	6

D H	0	0%	7	8	1	6	8	6
	1	0%	7	2	1	0	1	1
						0%		%
T		0%	2	0	2	6	9	6

ଡି	0	ଠେ	4	6	1	6	7	4
		%	3%	0%				
	1	ଠେ	0	4	1	0	2	7
		%			0%	0%	%	
କ		ଠେ	2	0	2	6	9	6
		%						

I

				ଡି				
ଡି	0	ଠେ	2	0	2	6	9	6
		%	%		0%			
କ		ଠେ	2	0	2	6	9	6
		%			0			0%

					6	6	8	
A B	0	0%	2	9%	1%	6	8	6
	1	0%	2%	1%	1	0%	1	5%
C			2	0	2	6	9	6

P B	0	0%	5%	6%	2	6	9	8
	1	0%	9	4	0%	0%	0%	3
C			2	0	2	6	9	6

c

M B	0	0%	7%	7%	2	6	9	5
	1	0%	7	3	0%	0%	0%	0
B			2	0	2	6	9	6

D B	0	0%	6%	7%	2	6	7	8
	1	0%	8	3	0%	0%	2%	3
B			2	0	2	6	9	6



I

					I			
E B	0	0%	2%	0%	1	6	7	6
	1	0%	2	0%	1	0%	2	5%
B			2	0	2	6	9	6

S

					6	6	9	
j B	0	0%	2	9%	2	6	9	9
	1	0%	1	1	0	0	0	2
B			2	0	2	6	9	6

				பு உ	உ உ	உ		
த த	0	0%	7%	4%	2	6	8	7
	1	0%	7%	6%	0%	0%	1	4
த த			2	0	2	6	9	6

I t

				பு உ	உ உ	உ		
த த	0	0%	2	6%	2	6	9	5
	1	0%	3	4%	0%	0%	0%	7
த த			2	0	2	6	9	6

					6	6	6	
நி தி	0	6 %	8	1 %	1 %	5	4	9
	1	6 %	6	9	1	1	5	2 %
த			2	0	2	6	9	6

s

					6	6	6	
நி தி	0	6 %	2	8 %	2 %	6	9	9
	1	6 %	0 %	2	0 %	0 %	0 %	2 %
த			2	0	2	6	9	6

					භූ භූ			
ප	0	෧ %	9	8	2	6 0%	9	5
	1	෧ %	5 %	2	0 0%	0 0%	0 0%	7
ඊ		෧ %	2	0	2	6	9	6

t

					භූ	භූ	භූ	
ප ප	0	෧ %	7	6 %	2 0%	6	9	6
	1	෧ %	7	4	0 0%	0 0%	0 0%	1 %
ඊ		෧ %	2	0	2	6	9	6

					I			
C d	0	0%	0%	3%	2	1	7	3
	1	0%	4	7	0%	5%	2	8%
E			2	0	2	6	9	6

					W E			
E	0	0%	8	8	2	6%	8	2
	1	0%	6%	2	0%	0%	1	9
E			2	0	2	6	9	6

					ම ද			
ද	0	ට %	0	7	2	6	8	5
	1	ට %	4	3	0	0	1	8
			%		%	%		
ඊ		ට %	2	0	2	6	9	6

					ම ද			
ද	0	ට %	8	5	1	6	9	0
	1	ට %	6	5	1	0	0	2
			%		%	%	%	
ඊ		ට %	2	0	2	6	9	6

					6	6	8	
6 a	0	6 %	8	6 %	2 0%	6	8	6
	1	6 %	6	4	0 0%	0 0%	1	1 %
b			2	0	2	6	9	6

			b					
7 a	0	6 %	8 %	8 %	2	6	9	5
	1	6 %	6	2	0 0%	0 0%	0 0%	8
b			2	0	2	6	9	6

					භූමිකා	ප්‍රතිචාර		
0	0	0%	8	5	2	6	9	6
1	0	0%	6	5	0	0	0	1
				%	0%	0%	0%	
෪	0	0%	2	0	2	6	9	6

#### Q5 Institutional type by mode of delivery

					භූමිකා	ප්‍රතිචාර		
0	0	0%	5	3	1	6	9	4
1	0	0%	9	7	1	0	0	7
				%		0%	0%	
෪	0	0%	2	0	2	6	9	6



					பு த			
ப	0	௫ %	8	0 %	0 %	0 %	0 %	8
	1	௫ %	6 %	௮	2	6	9	5
த		௫ %	2	௮	2	6	9	6

ப த	0	௫ %	2 %	8 %	2	6	8	5
	1	௫ %	3	2	0 %	0 %	1 %	6
த		௫ %	2	௮	2	6	9	6

					୧	୨	୩	
୪ ୩	୦	୮ %	୭	୪ %	୧ %	୬	୮	୬
	୧	୮ %	୭	୬	୧	୦ %	୧	୫ %
୫		୮ %	୧	୦	୨	୬	୯	୮

**Q6 Institutional type by location of delivery of the credit-bearing careers education**

			୩	୪ ୩	୫			
୩ ୩	୦	୮ %	୦ %	୦ %	୦ %	୨	୭	୯
	୧	୮ %	୧	୦	୨	୪ %	୨	୩ %
୫		୮ %	୧	୦	୨	୬	୯	୮

					ම ද			
ද	ආ	ර් ම	0 %	1	1 %	0 %	6	8
	ආ	ර් ම	2 0	9	1 %	6	3	5
ඊ		ර් ම	2	0	2	6	9	6

					ම ද			
ආ	0	ර් ම	2	8	1	5	8	5
	1	ර් ම	3 %	2	1 %	1 %	1	8
ඊ		ර් ම	2	0	2	6	9	6

r

A	0	0	2	0	2	6	9	6
		%	%	%	%	%	%	
B	1	0	1	0	0	0	0	1
		%	%	%	%	%	%	
C			2	0	2	6	9	6

# Q7 Institutional type by teaching and learning methods used in the credit-bearing careers education

					teaching			
A	0	0	9	4	0	2	0	5
		%			%		%	
B	1	0	5	6	2	4	9	6
		%	%	%	%	%	%	
C			2	0	2	6	9	6

					பெ			
5	0	6%	4	8	2	2%	3	2
	1	6%	0%	2	0%	4	6	2
த		6%	2	0	2	6	9	6

					பெ			
0V	0	6%	8	7	1	2	2	0
	1	6%	6%	3	1%	4%	7	4
த		6%	2	0	2	6	9	6

			பு	பு	பு உ	உ		
த ப	0	௫ %	6 %	7 %	1	2	6	2
	1	௫ %	8	3 %	1 0	4 %	3	9
க %			2	௮	2	6	9	௫

			பு	உ பு	உ			
த ப	0	௫ %	9 %	6 %	2	5	9	5
	1	௫ %	5	4	0 %	1 %	0 %	0 %
க %			2	௮	2	6	9	௫

၂၀၁၆	၀	၆%	၅%	၇%	၁	၆	၈	၇
	၁	၆%	၉	၃	၁%	၀%	၁%	၄
၈		၆%	၂	၀	၂	၆	၉	၆

				မ	မ	မ		
၈	၀	၆%	၁%	၀%	၂	၅	၉	၃
	၁	၆%	၃	၀%	၀	၁%	၀%	၂
၈		၆%	၂	၀	၂	၆	၉	၆

၂ ဗ	၀	၆ %	၇ %	၁ %	၁	၂	၄	၅
	၁	၆ %	၇	၉	၁	၄ %	၅	၉ %
၈		၆ %	၂	၀	၂	၆	၉	၆

					မ ဇ			
၂ ဗ	၀	၆ %	၂	၉	၂	၂ %	၃	၉
	၁	၆ %	၂ %	၁	၀ %	၄	၆	၃
၈		၆ %	၂	၀	၂	၆	၉	၆



					பு த			
பி	0	௫ %	2 %	0	1 %	3 %	7	5
	1	௫ %	0 %	0 %	1 %	3	2	6
த			2	0	2	6	9	6

				த	பு த			
பி ப	0	௫ %	7	4	1	5	8	5 %
	1	௫ %	7 %	6	1 %	1	1	6
த			2	0	2	6	9	6

					by E	E		
V	0	0%	6	1%	1%	3	6	3
	1	0%	8	9%	1	3	3	2
H			2	0	2	6	9	6

**Q10 Institutional type by involvement of all in delivery of credit-bearing careers education**

D E	0	0%	4	3	0%	4	6	7%
	1	0%	0	7	2	2	3	4%
H			2	0	2	6	9	6

				୨ ୧	୩			
୧ ୨ ୩	୦	୦ %	୧	୩ ୦%	୦ ୦%	୨ %	୨ %	୫
	୧	୦ %	୩	୭	୨	୪	୭	୫
୪		୦ %	୨	୦	୨	୬	୯	୬

			୩					
				୧	୨	୩ ୩		
୧ ୨	୦	୦ %	୨	୫ %	୨ ୦%	୫	୫	୫
	୧	୦ %	୩	୨	୦ ୦%	୧	୪	୦
୩		୦ %	୨	୦	୨	୬	୯	୬

0	0%		5	6	1	1	7	0
			%	%				
1	0%		9	4	1	5	2	2
					%		%	
0	0%		2	0	2	6	9	0

			9	0				
0	0	0%	5	4	2	0	5	6
			%	%		0%		
1	0	0%	9	6	0	6	4	2
					0%		%	
0	0	0%	2	0	2	6	9	6

I

				9				
0	6		9	7	1	2	5	2
	%				%	%		
1	6		5	3	1	4	4	3
	%		%	%				
0	6		2	0	2	6	9	6
	%							

t

					6	6		
0	6		3	9	1	3	9	5
	%			%	%			
1	6		1	1	1	3	0	6
	%		%				%	
0	6		2	0	2	6	9	6
	%							

# Q12 Institutional type by content of the credit-bearing careers education

				ଡ ଭ		ଡ		
ମି ଶ	୦	୦ %	4	6 %	2 0%	5	6	3 %
	1	୦ %	0	4	0 0%	1	3	8
ଟ		୦ %	2	୦	2	6	9	6

					ଭ ଡ		
ମି ଶ	୦	୦ %	7	0	2	3	3
	1	୦ %	7 %	0	0 0%	3	6
ଟ		୦ %	2	୦	2	6	9

				8 %	9 %	1	3	
F b	0	0 %	8	9	1	3	7	8 %
	1	0 %	6	1 0%	1	3	2	3
h		0 %	2	0	2	6	9	6

					8	9		5
0	0	0%	2	4	2	4	9	5
1	0	0%	2	6	0	2	0	0
0	0	0%	2	0	2	6	9	6

# Q15 Institutional type by main assessor involved

								n
D M	0	0%	6%	2%	1	4	6	2
	1	0%	8	8	1%	2	3%	2
n	0	0%	2	0	2	6	9	6

t

			၁	၂	၃	၄	၅	
အ	၀	၆%	၁	၃	၀	၁	၁	၆
	၁	၆%	၃	၇%	၂	၅%	၈	၆%
၆	၆%	၂	၀	၂	၆	၉	၆%	



## Q16 Institutional type by grading system used

V g b e o b	P	0%	9	10%	0	3	2%	5
	B b	0%	1	0	2	2	5%	6
	3	0%	2	3	0	1	0%	6
b			2	0	2	6	7	5

## Country differences cross-tabulations

## Institutional type by country



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**Higher Education Careers Service Unit (HECSU)** Our mission is... 'the advancement of education of students and graduates of any establishment of higher education... by supporting and assisting the work of careers advisory services'. We do this by working with AGCAS and individual careers services, commissioning research and development projects, maintaining the HECSU website ([www.hecsu.ac.uk](http://www.hecsu.ac.uk)) and working closely with our commercial subsidiary, Graduate Prospects Ltd. A key feature of our work is dissemination of findings in order to enhance career guidance practice and we are soon (July 2006) to launch a new project Putting Research Outcomes into Practice (PROP) which will bring researchers and practitioners together to create innovative solutions to career development issues in higher education.