

ESCalate Themed Funding: Graduates with Impact Grant Project Final Report

Date submitted 12 December 2011

Project Title Understanding the value of extra-curricular activities in creating graduates with impact in education

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Project Start date 3 January 2011

Project End date 31 December 2011

Understanding the Value of Extra-Curricular Activities in Creating Graduates with Impact in Education

Final Project Report

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December 2011

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Overall summary

This project was a collaboration between Leeds Metropolitan University and four Further Education Colleges across England, Scotland and Northern Ireland. The overall research aim was to enhance conceptual and theoretical understandings of the diversity and value of extra-curricular activities (ECA) to education students, staff and employers and to the wider society; and to understand how ECA might be integrated into the education curriculum, developed to enhance employability and, in so doing, to create graduates with impact. Interviews took place with staff, students and employers. In addition, eleven focus groups were held with students, a comprehensive literature review was undertaken, and analyses of curricula and education-related websites were undertaken. Overall findings will be incorporated into a booklet aimed at staff, and containing case studies exploring students' participation in ECA, designed to be incorporated into Personal Development Planning activities.

Whilst it proved difficult to make effective contacts with staff and students at two of our original partner colleges, we have worked with two other FE colleges instead and achieved our targets and outcomes in all areas except for the number of students recruited to the focus groups. Although we completed one more focus group than originally projected, we had fewer numbers of students at each group. However, we slightly over-recruited both staff and employers. In addition, changes within the institution mean that the booklet will be produced in PDF format only rather than hard copy. This will, however, mean that we can disseminate it more widely. In addition, feedback from dissemination activities to date have been highly positive and we will continue to disseminate beyond the life of the project.

The research was conducted over a twelve month period beginning on 1st January 2011 and completed by 1st January 2012.

Project overview:

Background and context

There is manifest evidence that participation in sporting, cultural, arts and volunteering activity (amongst others) is highly beneficial across the life course, not only in terms of health and well-being (Van Willigen, 2000) but also of societal social capital and citizenship (Puttnam, 2000) and community economic regeneration (Chapman and Kirk, 2001). However, research indicates (Clegg, Stevenson and Willott, 2009) that there is a significant decline in participation in this type of activity once students enter higher education, with those who continue to participate often middle-class, better-off students (ibid). Despite this, there is only limited policy level recognition that participation in ECA contributes to graduate outcomes (employability, personal and professional development), and only some, limited, research that suggests that 'involvement in extra-curricular activities was related to successful employment outcomes (especially for women)' (Blasko, 2002).

The impact of ECA on graduate outcomes has not been properly debated and specified within education and there has been a lack of research specifically about the impact of participation in ECA of students on education courses. This is a significant omission since we know that students on these courses already have differential curricular experiences (Flintoff, 2008; Carrington and Skelton, 2003) and retention rates (Smithers and Robinson,



2008; Basit et al, 2007; Wilson et al, 2007; Moyles and Cavendish, 2001). This in turn not only affects their future employability but is likely to influence the highly variable employment rates and employment patterns experienced by education students (Woolhouse et al, 2009; Moreau et al, 2007; White et al, 2003). The lack of recognition of the role that ECA can play in enhancing the employability of students on education courses may, therefore, significantly disadvantage some students, particularly those with low social capital, over others.

Our research was therefore designed to:

- Establish the full range of ECA that students on education courses engage with and whether there are differential patterns of participation by social group/ gender/ethnicity and type and level of course being undertaken
- Establish the rationale for participation in ECA, for example for ethical, social and environmental reasons as well as to become the 'future employed'
- Establish the possible impact of participation on retention, achievement and the student satisfaction of education students
- Explore student, staff and employers perceptions of the value of participation in ECA to the enhancement of graduate outcomes, into both teaching and allied professions, and to the wider community; and, alongside this, explore inter-sectionality in relationship to the differential valuing of the forms of ECA
- Explore how education staff and students can draw on ECA in relationship to curriculum activities and in shaping graduate futures, including creating graduates with impact on the economy and society

Methodology

Having gained ethical approval, recruited a researcher and publicised the project across the FECs, the HEI and more widely across the sector, the first stage of the research was to undertake a systematic literature review of research and institutional practice relating to participation in ECA. This included evidence, where possible on the ways in which ECA are embedded into education courses; the impact of participation on curricular experiences, retention; attainment; success and employability (see Appendix 11: Literature Review).

Our second desk-based approach was to undertake a website analysis. The websites included The Training and Development Agency for Schools (TDA); The Quality Assurance Agency for Higher Education (QAA); the Department for Education; the Association of Graduate Careers Advisory Services (AGCAS); Prospects; The Times Education Supplement (TES); the university and further education colleges involved in the project and the recruitment pages of the relevant Local Education Authorities. The analysis was designed to provide a picture of where and in what context ECA are recognised as important in relation to recruitment on to courses and into employment (see Appendices AIII and BIII: Website Analysis).

Our third desk-based research involved a curriculum analysis. We requested samples of course/module handbooks from across education courses within the university and our partner FE colleges. These were analysed to explore where/in what context ECA are referred to (if at all) in relation to the curriculum and to the development of student employability and graduate outcomes.



We then commenced the fieldwork stage of our research. This comprised:

- Eleven focus groups with students (from a target of 10), exploring forms of ECA students are participating in; rational for participation; how they are thinking about their futures; how they are/not using participation in ECA to become the 'future employed'. Unfortunately we were only able to recruit 52 students as on each occasion fewer students turned up than had been recruited.
- Twenty interviews with students (target 20) exploring how students see and are building towards their futures and the forms of curriculum intervention they consider most relevant to help them become graduates with impact. The interviews were designed to enable us to explore, from a student perspective, what sort of strategies appear to make most impact.
- Interviews with staff (total 12, target 10) exploring overall course aims; support given for participation in ECA; valuing of different forms of ECA; ways in which ECA are integrated into the curriculum, including within specific employability initiatives (if any). These interviews were designed to enable us to understand ways in which staff valorise (or otherwise) participation and the impact this has on creating graduates with impact.
- Telephone interviews (21 in total, target 20) with head teachers or other key recruiting staff in teaching and/or other education-related areas, exploring how employers regard different forms of ECA and how these can contribute to employability.

See Appendix BI: Overview of Methodology; Appendix BII: Interviews with Employers; Appendix BIII: Student Demographics,

Key findings

Literature review

- There is little academic research evidencing the role that participation in extra-curricular activities (ECA) may play in enhancing employability and in improving graduate outcomes, and, in particular that specifically addresses the question of what actually constitutes ECA, the extent to which students across different social group engage in ECA, how students, staff and employers experience and conceptualise benefits from engagement in ECA, and the impact of ECA on graduate outcomes and/or impact.
- That ECA is defined across only some of the literature, the concept is often treated as self-explanatory, and/or there is a considerable lack of clarity in definitions. The lack of classification hinders the ability of ECA research to provide consistent evidence of its influence on graduate outcomes. In addition, the homogenising of different types of ECA in some of the literature - as all that is 'non-curricular' - means that assumptions are made about the benefits of some forms of ECA which might not be applicable to other forms.
- The known participation rates of students in ECA are variable and are dependent on the forms of ECA recognised as such. The number of hours students spend in term time paid work is well documented as are the opportunities to participate in institutionally recognized ECA; there is also evidence of participation in HEI organised volunteering. However, participation rates are highly variable: between old



and new universities, and traditional and non-traditional or widening participation students.

- There is some evidence of research within a UK context which highlights students' attitudes towards ECA and their employability, though not all students recognise that what they are participating in is ECA, and that there are gendered and classed variations in the ways in which students conceptualise the value of ECA.
- Part-time work, debt and family commitments appear to have a significant negative effect particularly on working-class and mature students' experiences of HE. Structural and financial limitations inhibit the participation in ECA of working-class students and those with caring responsibilities which may negatively inform their possibilities as the 'future employed'. Much of the evidence of the impact of ECA on post-graduate employment remains largely untested.
- There is a need for evidence of how specific forms of participation impact on graduate outcomes, and of disciplinary differences across the sector.

Website analysis

- The websites of the FECs and HEIs involved in the study (New College Durham, Belfast Metropolitan College, North Glasgow College, West Notts College, Leeds Metropolitan University and the University of Leeds) provided some details about the importance of ECA for enriching the student experience, enhancing academic studies, the acquisition of transferable skills and the benefit gained for future employability.
- The websites of the Department of Education, TDA, QAA, AGCAS, Prospects and TES had limited details about ECA and/or employability and it was difficult to find any evidence that such issues were being addressed. A thorough search did reveal previously published articles but these were not easily found and tended to discuss employability in general without considering any links between it and the participation in ECA.

Staff interviews

- Staff attitudes towards ECA are very dependent upon the type of educational course they are teaching. They believe that students on part-time evening/weekend courses who are also in full-time employment do not have the time available to participate in ECA and question whether it would be beneficial to career progression to do so.
- Staff teaching full-time undergraduates do perceive a value in ECA and believe that participation in ECA can greatly enhance a graduate's employability when seeking jobs in such a competitive industry as teaching. They also feel that ECA lead to graduates having more impact within their chosen fields.
- Although staff perceive ECA to be worthwhile, and in some cases actively encourage it, there is no consensus, or even suggestions, as to how ECA might be integrated into the education curriculum.

Student interviews and focus groups

- Students' definitions of the term 'extra-curricular activity' are very dependent upon the type of educational course they are undertaking. Full-time students would consider sporting activities, voluntary work and, possibly, part-time paid work as being activities of an extra-curricular nature. However, part-time students who have paid work (especially those in full-time employment) view their course(s) as extra-



curricular because it is in addition to their job which is their priority in life. Mature students prefer the term 'life experiences' as they feel this encompasses all the activities 'that they do in life' be it sports, voluntary work, caring for others, political or faith related activities. Younger students, instead, argue that extra-curricular activities must be fun, unpaid and optional.

- Participation in ECA is extremely variable. However many of the younger students had dropped the ECA that they had been participating in before coming to university as they were unable to combine their studies with working and participation in ECA.
- The majority of students irrespective of age believe that the inclusion of extra-curricular activities on application forms/CVs is more important than the actual degree they gain in order to secure employment.
- Students had extremely mixed views of their futures. It is notable, however, that some students on courses which might be considered as having a clear exit route (e.g. into primary teaching) were much less certain about their future careers than other students but this did not appear to be recognised by their tutors and so they were receiving very little careers guidance or support. Consequently they were uncertain about the value they could place on their participation in ECA.

Interviews with employers

- Employers value ECA and believe they can be the determining factor in selecting an employee when faced with dozens of applications from graduates all with the same degree/qualifications.
- They are very interested in graduates who participate in ECA who can then offer this to their institution e.g. coaching football, teaching dance, bi-lingual graduates. In addition, employers are very interested in the transferable skills that are gained from ECA such as team working, time management and organisational skills.
- Employers believe that educational institutions benefit greatly from graduates who show commitment, enthusiasm and are 'well-rounded individuals' through their participation in ECA.
- The main criticism forwarded by employers with regard to graduates and their participation in ECA is that graduates do not sufficiently align their ECA to the specific job role/application and/or organisation, its requirements and how such activities support their application and suitability for the role – instead they offer generic application forms/CVs and fail to utilise the potential of their ECA to its fullest capacity.

Curriculum analysis

- Course and module handbooks relating to those courses from which staff and student research participants were recruited were analysed to look for evidence of any awareness of the link between ECA and employability and the value of participation in ECA for students on Education courses.
- Whilst the course and module documentation gave highly relevant information about curricular activities none of those that we examined referred to ECA and employability.
- The handbooks at Leeds Met are generic and staff have almost no freedom as to what information they add. There are no headings relating to either ECA or employability and it is therefore perhaps unsurprising that neither feature.



Dissemination

Seminars and conferences

We presented a paper entitled 'The value of extra-curricular activities in creating graduates with impact in Education' at the Employability in the Curriculum: Working Together for Success, Breaking Down Walls of Resistance Conference, July 6th, Preston, University of Central Lancashire.

We presented a paper entitled 'The value of extra-curricular activities in creating graduates with impact in Education' at the British Education Research Association Conference, September 6th-8th, London, Institute of Education.

Booklet

The research we have completed for this project will form the basis of a booklet highlighting different ways in which students are using participation in ECA to enhance their graduate outcomes, suitable for integration into PDP elements of the curricula. The booklet will be available early 2012 and will comprise:

- An overview of the research
- Key findings from each of the research groups (staff, students, employers)
- Case studies showing different approaches towards (non) participation followed by reflections and significance
- Concluding thoughts
- Further reading and resources
- References

Future planned dissemination activities

We anticipate hosting the booklet on both the Leeds Met and the HEA websites and will advertise its availability widely across the sector.

We will be submitting a paper to HERD's (Higher Education Research and Development) upcoming special issue on 'The role of the disciplines: alternative methodologies in higher education' drawing on our research for this project.

We will be submitting a paper to the HECU 6 (Higher Education Close Up) conference, on re-theorising the meaning-making that goes on in research interviews, drawing on our research for this project,

Project impact

It is somewhat early to be definite about the impact of our project as we are continuing to disseminate our findings. However, our work has already been widely received by staff and students within our institution and by academics across the sector. We anticipate that our impact will be:

For staff and students



- Greater understanding of the role of ECA in enhancing education students' employability
- Greater understanding of the role of ECA in enhancing education students' post-graduate employment
- Greater understanding of the need to match ECA to education-related employment possibilities

Outputs

Literature review – see appendix AI.

Website analysis report – see appendix All.

Report for employers – see appendix AIII.

Booklet (ongoing).

Expenditure profile

	Budget	Actual To Date	To Come
Researcher (Paula Sealey)	7926	6667	1259
Transcription (Paula Sealey)	2500	2500	0
Travel & Subs	1000	395.97	500*
Focus Groups	500		500
Conference Dissemination	1000	746.85	250*
Booklet (Paula Sealey)	1500		1500
	<hr/>	<hr/>	
	14426	10309.82	4009
		<hr/>	
Total		14318.82	

*further dissemination costs

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Appendix A: Outputs

I. Literature Review

Understanding the value of extra-curricular activities in creating graduates with impact in education

Review of the Literature

Jacqueline Stevenson

Leeds Metropolitan University

Introduction

This literature review was commissioned by the Higher Education Academy subject group for education, ESCALATE, as part of a wider project 'Understanding the value of extra-curricular activities in creating graduates with impact in education'. The overall research¹ is designed to enhance conceptual and theoretical understandings of the diversity and value of extra-curricular activities to education students, staff, employers and the wider society, as well as facilitating a better understanding of how ECA might be integrated into the curriculum, developed to enhance employability and create graduates with impact. The project is a collaboration between Leeds Metropolitan University and four Further Education Colleges across England, Scotland and Northern Ireland.

Background and context

Graduate employability has become an area of growing concern for higher education institutions, with universities under increasing pressure to address employability² in the curriculum (Maher and Graves, 2008). Guidance as to the skills and attributes desired by employers is widespread (Hogarth et al, 2007; Archer and Davison, 2008 amongst others) and, since 2005-06, the Quality Assurance Agency for Higher Education (QAA) has required all universities to ensure that undergraduate students³ are provided with an opportunity to engage in Personal Development Planning (PDP), including constructing PDP Progress files - personal records of learning and achievements which can provide a resource from which material is selected to produce personal statements, including CVs for employers.

Despite this national remit for PDP, however, there is evidence to suggest that embedding PDP in the curriculum is patchy (Clegg and Bradley, 2006; Clegg and Bufton, 2008), with approaches to embedding employability varying widely across the HE sector (HEA, 2006) and a lack of consensus on how best to approach this aspect of students' development (Maher and Graves, 2008). Nonetheless the literature on building employability initiatives into the curriculum is extensive (see Stewart and Knowles, 2000; Fallows and Steven, 2002; Knight and Yorke, 2002; Harvey, 2005; Cox and King, 2006; Yorke and Knight,

¹ http://www.heacademy.ac.uk/resources/detail/subjects/escalate/7941_Understanding_the_value_of_ext

² Yorke (2006) argues that we should see employability as a complex concept that is 'evidenced in the application of a mix of personal qualities and benefits, understanding, skilful practices and the ability to reflect productively on experience' (Yorke, 2006, p. 13).

³ Now a requirement for all students



2006; Thomas and Jones, 2007; amongst others), including within education and educated related curricula - see, for example, Land (2009) and Byrne-Roberts (2011).

Included in this literature there are examples of ways in which Higher Education Institutions (HEIs) have established curriculum frameworks that try to 'capture' learning derived from experiences of students' part-time work (Little, 2002), internships (Busby, 2003) and/or work-based learning (Moreland, 2005; Gracia, 2009; Ball and Manwaring, 2010)⁴. However, there has, until recently, been little recognition of the role that participation in extra-curricular activities (ECA) may play in enhancing employability and in improving graduate outcomes. This is despite the fact that, at a point where there are now over 80 graduates applying for every graduate job (AGR, 2011), students are increasingly being urged by employers to draw on their participation in ECA to distinguish themselves in such a highly competitive jobs market. Dr Paul Redmond, Head of Careers and Employability at the University of Liverpool (2009), has drawn attention to the changing recruitment practices of employers and the ways in which the current harsh economic moment has served to intensify the 'war for talent', in which employers have at their disposal an increasing range of 'weapons of mass rejection' (The Guardian, 2011).

In 2009, in a speech to the Universities UK, for example, HSBC Chairman Stephen Green (Green, 2009) commented that:

Typically, we might recruit up to 1,500 graduates onto one of our 70 graduate programmes... For those jobs, globally, we receive almost 100,000 applications. As 90 per cent of graduates get a 2.2 or 2.1 and will therefore meet our academic criteria, it takes something else to stand out from the crowd...Recent recruits include a graduate who taught English and Spanish in Guatemala; one who ran a restaurant; another who worked at the Beijing Paralympics; a Punjabi singer who's been on TV. Another graduate from Cameroon had published a book, and set up a small business shipping second hand clothes from New York to Africa, before joining HSBC.

In response to such increasing demands from employers for students to make themselves distinct, Higher Education Institutions (HEIs) increasingly view enhancing students' employability through participation in ECA as a core institutional activity. A recent report by the Department for Business, Innovation and Skills (BIS) (2011) found that 98% of HEIs offered students opportunities to participate in and lead clubs and societies, work within the institution (paid or unpaid) and/or undertake voluntary work in the wider community.

However, whilst encouraging students to participate in clubs and societies is not new, what has changed is that many institutions are now providing opportunities for students to have such activity formally accredited or recognised in other ways to enable them to evidence their 'employability skills' and their increased value to employers. A recent survey by the 1994 Group (2009) found that thirteen of the nineteen 1994 Group members surveyed were running or have approved a 'co-curricular' award. Amongst other areas, such awards recognise skills development activities, employment, volunteering, engagement with the university and community, leadership and management, student enterprise and other extra-curricular activities. Goldsmiths, University of London, have a Gold Award⁵ designed to provide recognition and reward for students' participation in

⁴ For an extensive overview of work based and curricular-based employability interventions see the literature review produced for the Higher Education Careers Service Unit by Bimrose et al (2005) and for the Quality Assurance Agency (McFarlane-Dick and Roy, 2006).

⁵ <http://www.gold.ac.uk/gleu/projects/goldaward/>



extra-curricular and developmental activities and achievements and 'to recognise and reward undergraduates for participation in activities above-and-beyond their academic studies that demonstrate initiative and personal development which enhance skills and employability'; the Bath Award⁶ recognises achievement in co-curricular activities, together with modules relating to employment, in recognition of the fact that 'in addition to personal development, active involvement in extra-curricular activities can be a real boost to future careers'; and the York Award⁷ is a certificated programme of skills training and experiential learning, supported by an extensive range of extra-curricular courses.

Other HEIs are also developing similar schemes, predominantly across the post-1992 sector. Leeds Metropolitan University, for example, has run its Global Citizens Award⁸ for several years. By volunteering, attending workshops and other development events, and by working across cultures, students gain 'civic', 'development' and 'global' points towards an award at Bronze, Silver, Gold or Platinum levels. There are fewer examples across the Russell Group. However, the University of Nottingham offers the Nottingham Advantage Award⁹ which 'aims to develop the kind of competencies, learning and evaluation skills that employers are looking for in talented graduates [and] is a great way of rewarding extra-curricular studies like volunteering, work experience, or getting involved in clubs and societies'¹⁰.

In addition, in 2012, the National Union of Students (NUS) will roll out a nationally accredited Award purpose built for students to accredit the skills they gain outside of their studies at university. The Award will cover participation in fundraising, student sports, student societies and student media activities, as well as in volunteering and part-time work. The NUS website states that 'by making students link the activity they've undertaken to a national skills framework which employers have called for, NUS hopes that graduates will be able to demonstrate their skills and move into employment quicker than before'.

The increasing awareness of the importance of participation in ECA to students is now becoming evident across the UK media (for example, Times Higher Education, 2000; The Guardian, 2009, 2010; The Telegraph, 2011). However, whilst there has been some notable research in the US (Nemanick and Clark, 2002; Cole, et al, 2007; Roulin and Bangerter, 2011) and elsewhere (Chia, 2005) exploring the contribution that ECA can make to the ways in which participation in ECA is regarded by employers, little empirical research has taken place within the UK context.

There is certainly research which includes ECA amongst other areas of consideration, such as in enhancing access to HE (Slack and Thomas, 2002), including access to the professions (Cabinet Office, 2009); and in enhancing, or otherwise, the student experience (Blasko, 2002; Brennan and Shah, 2003; Christie et al, 2005; Redmond, 2006; The Bridge Group, 2011). At the same time, there has been little research designed to specifically address the question of what actually constitutes ECA, the extent to which students across different social groups engage in ECA, how students, staff and employers

⁶ <http://www.bathstudent.com/bathaward/>

⁷ <http://www.york.ac.uk/study/careers-skills/york-award/>

⁸ <http://gca.leedsmet.ac.uk/main/index.htm>

⁹ <http://www.nottingham.ac.uk/careers/students/workexperienceandvolunteering/activities.aspx>

¹⁰ For a list of further award schemes see the AGCAS website at

http://www.agcas.org.uk/agcas_resources/314-Skills-Awards-Case-Study-Series-



experience and conceptualise benefits from engagement in ECA, and the impact of ECA on graduate outcomes and/or impact.

This literature review therefore draws attention to those UK research studies that have been produced. The review starts by presenting eight research papers which have a sole or significant focus on ECA and employability/post-graduate employment; drawing on wider research, key themes emerging from the overall review are then presented, followed by recommendations for further research.

Key research papers and reports

1. **Brennan, J. and Shah, T. (2003) Access to What? Converting Educational Opportunity into Employment Opportunity. London: CHERI and Open University Press**

Aims: The aim of the research was ‘to improve the employment prospects of students from socially disadvantaged groups’ by analysing the factors associated with successful employment outcomes among graduates, with particular attention to the interaction between social factors – social class, ethnicity and age– and educational factors – subject studied, institution attended, entry qualifications and class of degree; in addition the research was designed to explore ways in which higher education institutions might be able to help students from disadvantaged backgrounds to improve their employment prospects after their graduation.

Methods: The first phase of the project took the form of a re-analysis of a large dataset of a nationally representative sample of 4,340 UK graduates surveyed from 27 universities across different parts of the UK. The second phase of the study entailed interviews with staff and students in four UK universities plus more limited discussions in three other universities.

Findings: Amongst other findings, the authors looked at the effects upon employment outcomes of: work experience and term-time working, extra-curricular activities, overseas experiences while in higher education, job-search techniques (the timing and the techniques used) and employer characteristics (large/small, public/private). Involvement in extra-curricular activities was related to successful employment outcomes (especially for women) as was some kind of overseas study or work though graduates from working class backgrounds, ethnic minorities and older graduates benefited least as they appeared to have fewer opportunities to experience these potentially beneficial factors.

2. **Clegg, S., J. Stevenson, and J. Willott (2010a). Staff conceptions of curricular and extra-curricular activities in higher education. Journal of Higher Education 59, no. 5: 615–26**

Aims: The research was designed to explore the possible differential recognition and valuing of activities undertaken by different groups of students by both students and staff. The overall premise was the need to look more broadly at the whole area of ECA in order not to default to a more traditional common-sense definition based on an image of the student as full-time, funded, without caring responsibilities, and discursively positioned as white, able-bodied, normatively male and single. The authors were particularly interested in how staff understood ECA, and whether and how these were recognised and valorised in the curriculum.

Methods: 18 interviews were carried out with staff selected from across a range of university courses, and to reflect different length of experience, seniority, gender and ethnic composition. The purpose of the interviews was to understand how staff thought



about ECA, to delve into their definitions and probe whether they saw some activities as more legitimate than others, and to explore if and how experiences gained through ECA were represented or acknowledged in any way in the curriculum. The authors also explored possible areas of tension and if and how staff recognised commitments to ECA as legitimate sources of mitigation.

Findings: The authors found a considerable blurring of boundaries in conceptions of the curricular and extra-curricular and argue that this is related to the lack of any stable or explicit conception of the curriculum in UK higher education. They highlight issues of recognition and non-recognition of the sorts of cultural capital which flow from traditional and other forms of extra-curricular activities (ECA) and point to the continued gendering of caring and its valuing. They conclude that recognition of capital from within diverse communities and derived from activities which have not been traditionally conceptualised as ECA might contribute to graduate outcomes, but that there are limitations to a politics of recognition.

3. Stevenson, J., and S. Clegg (2011a). Possible selves: Students orientating themselves towards the future through extra-curricular activity. *British Educational Research Journal* 37, no. 2: 231–46

Aims: This paper explores the extra-curricular activity undertaken by students in HE through the lens of the possible selves literature, which has largely been developed in the North American and within the curricular context.

Methods: Sixty-one interviews were conducted with full-time second year students at a post-1992 metropolitan HEI with a highly diverse student body. The purpose of the interviews was to understand how students defined and thought about ECA and what forms of ECA they were engaged in, whether they considered some activities to have more value than others, whether they had used participation in ECA to support their application to HE and whether they felt employers valued ECA

Findings: Across the interviews the authors identified three different orientations towards the future and the degree of imagining and elaboration of students' possible selves. The first group had well developed orientations towards the future; the second group were strongly located in the present, with some immersed in developing their identities as a student-scholar and others putting more emphasis on the student life and social activities and pleasure; and the third group appearing to have a unified sense of time past, present and future. The temporal dimension of the development of possible selves was deeply infused by class and gender and the cultural capital students were able to draw on, as well as by how their activities were institutionally valued and discursively framed within the employability agenda.

4. Stevenson, J. and Clegg, S. (2011b), Who cares? Gender dynamics in the valuing of extra-curricular activities in higher education, *Gender and Education*, I-First 28th June 2011

Aims: The research explores student participation in extra-curricular activity from a perspective informed by a broader conceptualisation of the extra-curricular as a site of gendered, raced, and class practices intimately tied to the development of an employable self.

Methods: A web-based questionnaire survey was completed by 640 second-year students, designed to collect data about the sorts of activities that students were involved in, as well as differences between the unprompted questions about whether the students



were engaged in ECA and prompted questions about a full range of activities: arts, faith/cultural, political, sport/physical, volunteering, and caring/domestic. In addition, we asked separate questions about participation in paid employment. Sixty-one students were then interviewed, providing a more extended opportunity for students to elaborate on their participation in a variety of activities including employment, their valuing of ECA and whether their accounts provided a narrative directed towards future employability or were anchored in the present or past.

Findings: Whilst both Personal Development Planning and employability guidance encourage students to draw on their participation in ECA when completing application forms, the research found that women frequently undervalue their participation and are more likely to be dismissive of extra-curricular activity as of value to their employability than men and that they rarely consider caring to be a form of capital which can be utilised or invested in to support their future employment. The authors argue that higher education institutions need to support students, in particular women, to recognise the value of their participation.

5. Stuart, M., Lido, C., Morgan, J. and May, S. (2008), Student diversity, extra-curricular activities and perceptions of graduate outcomes, York: Higher Education Academy

Aims: This Higher Education Academy funded research was undertaken to examine the role of extra-curricular activities (using a broad definition) on students and their futures.

Methods: Full-time students in their second year were surveyed at four different UK higher education institutions: a Russell Group institution in the North of England; two 1960s campus institutions, one in Scotland and one in the South of England; and a post-92 institution in the capital. Six hundred and thirty-one students completed the survey and 33 participated in focus groups and interviews to explore students' views of ECA in more depth. Twelve telephone interviews with alumni were also conducted to test what impact ECA had had on their careers. Nine telephone interviews were also conducted with employers of graduates from the selected institutions to test their perceptions of the value of ECA in graduates.

Findings: Different student groups were involved in different types of activities. Young, white, middle-class students tended to be heavily engaged in activities offered by their university; older students and those from ethnic minority backgrounds spent more time outside the university on family commitments, religious involvement, private study and paid employment; those from lower socio-economic backgrounds spent more time in paid employment and less time studying and engaging in other activities. In addition, different institutions had different participation profiles and there was a marked divide between students' activities in old and new universities. Involvement in certain activities also predicted the actual and expected grades that different students received for their course work and exams.

6. Tchibozo, G. (2007) Extra-curricular Activity and the Transition from Higher Education to Work: A survey of graduates in the United Kingdom. Higher Education Quarterly. 61 (1), pp. 37-56.

Aim: This paper explores the influence that students' extra-curricular non-market activities exert on their transition process to the labour market.

Methods: The study is based on a survey of 119 UK graduates. The survey focused on personal details and education, on the respondents' extra-curricular non-market activities



while students, and on their experiences during the transition process from higher education to the labour market.

Findings: Results show that extra-curricular activity has a significant influence on the transition process, giving access to better occupational status but also lengthening the period of unemployment preceding the first job. In addition, according to the degree of involvement in and the type, length and context of the extra-curricular activity, the effects of activity on the transitional process can be significantly different. 'Leaders and Citizens' (experience in citizenship activities or as leaders), had the best transition outcomes (access to large firms and to managerial occupations, low risk of and short spells in unemployment); 'Sportspersons', the most frequently observed extra-curricular behaviour, was associated with average transition outcomes; 'Activists and Clients' (long-term participation or practice as clients), had the poorest transition outcomes (job insecurity, low occupational statuses, high risk of unemployment). In contrast, those students who were not involved are more likely to reach lower occupational statuses but were unemployed for a shorter period of time before getting their first jobs.

7. Tomlinson, M. (2007), Graduate employability and student attitudes and orientations to the labour market. *Journal of Education and Work*, 20 (4), pp. 285–304.

Aims: The article examines the way students, making the transition from higher education into the labour market, construct, understand and begin to manage their employability. The research explores students' perceptions of the current labour market for graduates and how they understand future career progression. It examines their different orientations and attitudes to work and careers through the development of an ideal-type model. It then considers how these orientations influence the way students approach future work and careers and manage their employability.

Methods: The study is based on semi-structured interviews with 53 final-year students from a range of different disciplines in an 'old' pre-1992 higher education institution in the UK.

Findings: The research highlights how the problem of employability and its management appears to be informing students' understanding, and approaches, towards the labour market. Students view their employability as an issue which has to be negotiated and worked at, which not only involves developing their individual graduate profiles, both through their formal credentials and their extra-curricular activities, but also particular attitudes and appropriate labour market strategies.

8. Wood, J., Little, S., Goldring, L. and Jenkins, L. (2011), 'The confidence to do things that I know nothing about' – skills development through extra-curricular inquiry activity, *Journal of Learning Development in Higher Education*, 3, pp. 1-21

Aims: The research was designed to explore the perceived and actual benefits to students of participation in specific extra-curricular activities.

Methods: A survey was administered to students engaging in educational enhancement activities in inquiry/enquiry-based learning at two Centres for Excellence in Teaching and Learning (CETL). The students involved were asked to comment on the skills they felt that they had developed as part of their roles as 'interns' and 'ambassadors'.



Findings: The students' comments were analysed inductively and several strong themes emerged. Students valued the opportunity to engage in such activities, which developed a wide range of transferable skills and had a positive impact on their academic work and their prospects for future employment.

Key findings from the literature review

Definitions of ECA

ECA is defined across only some of the literature: Tchibozo (2007) considers ECA to be 'employment to sustain academic life, and leisure or social activities'; Stuart et al (2008, p. 6) give a more expansive definition as:

Part-time work, involvement in university students' union clubs and societies (and different types of clubs and societies, e.g. cultural, sporting and other), other university-related activities such as volunteering and class representation, involvement in other personal activities such as social networking sites, and other activities outside of university life, such as family commitments, religious involvement and community activities. In other words...activities outside of tutor-led learning time.

There are other literature examples in the literature of relatively specific definitions of ECA. For example, the Government guide to employability for black, Asian and minority ethnic students and graduates (Direct.Gov., undated) advises students 'to refer to extra-curricular activities as well as your studies. If you have taken part in community, religious and voluntary activities related to your ethnicity...'. (p.4). However, across most of the literature definitions of extra-curricular activity are largely absent, the concept is often treated as self-explanatory, and/or there is a considerable lack of clarity in definitions. Clegg et al (2009b) found that, while traditional definitions based on volunteering, cultural activities and some forms of work are shared, there was greater ambivalence across both their staff and student respondents, regarding other forms of paid work, caring, and faith-based activities. It is worth noting, however, that Clegg et al (2009b) also found that there is considerable blurring of what constitutes curricular, not just the extra-curricular, and many of their staff respondents appeared not to have stable or highly developed views on the subject prior to interview.

Nonetheless, the instability and absence of definitions is problematic, primarily because, as Bartkus et al (undated) note a lack of classification hinders the ability of ECA research to provide consistent evidence of its influence on graduate outcomes. In addition, the homogenising of different types of ECA in some of the literature - as all that is 'non-curricular' - means that assumptions are made about the benefits of some forms of ECA which might not be applicable to other forms. For example, Shannon (2006) (admittedly in a US context) notes that 'participation in extra-curricular activities is generally viewed as beneficial' (p.400), however, the research indicates that only certain forms of ECA are actually valued by employers.

Participation in ECA

The known participation rates of students in ECA are variable and are dependent on the forms of ECA recognised as such. The number of hours students spend in term time paid work, for example, is well documented. For example, research by CHERI/LSBU (2005) found that just over half the students they surveyed (53 per cent) worked in term time. There are, of course, variations across sites and hours worked. Research by Curtis (2007) in one rural university indicated that almost 59 per cent of those students were employed



during term time for an average of 15 hours per week; Clegg et al's (2009) research found that approximately 69% of students reported themselves as currently working either within or outside the University, with 13% of those who worked reportedly working more than 21 hours per week. However, part-time work is not always recognised as ECA (Clegg et al, 2009) and thus is often researched separately from other forms of ECA.

As referred to above, research by BIS (2011) found that HEIs offer students numerous opportunities to participate in institutionally recognized ECA – for example participating in and leading clubs and societies, working within the institution and/or undertaking voluntary work in the wider community. Research by Students Volunteering England (2004) found that just over 42,000 students volunteer through organised volunteering programmes at their HEIs, giving 3,459,653 hours to their communities and contributing £42 million to the economy. However, research by Holdsworth (2010) has highlighted the variable rates of volunteering across types of institutions and socio-economic backgrounds. Her analysis of futuretrack¹¹ data reveals a differential in volunteering rates. For example, students studying at universities that accept entrants with the highest tariff points, have higher rates of volunteering than students studying at universities with middle-ranking entry requirements; ethnic minority students have markedly higher volunteering rates than their white peers; and students at less selective HEIs are more likely to be involved in community and/or charity activities off-campus rather than on-campus

Other research has indicated that participation rates are highly variable: research by Stuart et al (2008, 2011) highlights that students differ in terms of participation in ECA between old and new universities, with students at the old universities spending significantly more time seeing friends, visiting pubs and bars and using internet communities and students in the new universities spending significantly more time praying and keeping family commitments. Redmond's (2006) research found that the experiences of widening participation students were characterised by an almost non-existent engagement in any non-academic related ECA.

The value of participation in ECA

It is clear, from the introduction above, that both HEIs and employers recognise the importance of ECA to students' employability. There is, however, little academic research which evidences this – although there is manifest information across the 'grey literature'. Some exceptions are Dickinson's (2000) research which indicates the ways in which students undertaking a Student Tutoring scheme can gain institutionally accredited status, and research from the US which evidences how employers view diverse forms of ECA (Nemanick and Clark, 2002; Chia, 2005; Roulin and Bangerter, 2011).

In contrast, there is some evidence of research within a UK context which highlights students' attitudes towards ECA and their employability. For example, Wood et al (2011) found that (many) students understood the value of engaging in ECA, which developed a wide range of transferable skills and had a positive impact on their academic work and their prospects for future employment. Their research highlights how students, with support, are able to reflect on and recognise the transferable skills they develop through

¹¹ Futuretrack is a major study following 50,000 students from UCAS application until they get their first job. See <http://www.futuretrack.ac.uk/>



participation as 'interns' and 'ambassadors'. These include interpersonal skills (communication, listening, networking); teamwork (including group work, collaboration/learning from others); presentation skills (including increased confidence in presenting, reflection); self-direction (organisation, time management, working to deadlines, decision making); project management; and leadership/teaching skills (delegation, facilitation, guidance). Tomlinson's (2007) research found that many students are highly deliberate in their approach to employability, developing their employability narratives through participation in both curricular and extra-curricular activities.

In contrast, however, work by Stevenson and Clegg (2011a and b) has evidenced that not all students recognise that what they are participating in is ECA, and that there are gendered and classed variations in the ways in which students conceptualise the value of ECA. Women, in particular, often undervalue their participation and are more likely to be dismissive of ECA as of value to their employability than men (Stevenson and Clegg 2011b).

The positive impact of participation in ECA

Much of the evidence of the impact of ECA on post-graduate employment remains largely untested. However, Brennan and Shah's (2003) research found that involvement in extra-curricular activities was related to successful employment outcomes, especially for women. However, Tchibozo's (2007) found that participation in ECA, depending on the degree of involvement in and the type, length and context of the ECA, can significantly affect students' transition to the labour market. Tchibozo's research (controlled for the degree subjects and degree levels) shows that those who engaged in ECA at leadership level had better access to managerial positions and the lowest risk of unemployment before their first job; those who participated in 'citizenship activities' were more likely to gain employment in large firms and to be unemployed for shorter periods of time. In contrast employers were suspicious of those who were heavily involved in long term ECA regarding this a predictor of low professional commitment. Of those who did not participate in ECA they were almost three times more likely to begin their careers as office employees rather than as managers.

The negative impact of participation in ECA

Part-time work, debt and family commitments appear to have a significant negative effect particularly on working-class and mature students' experiences of HE (Blasko, 2002; Brennan and Shah, 2003; The Bridge Group, 2011). Thomas and Jones (2007) draw attention to the ways in which much of the institutional work designed to enhance students' employability emphasises the value of participation in work placements, volunteering, extra-curricular activities and overseas study and downplays the value of part-time working. However, these are often the activities that students from less privileged backgrounds are least able to participate in, whereas they are more likely to be working part-time, which is regarded as detrimental. Indeed work by Callendar (2008) with 1,000 students across six UK universities found that, irrespective of the university students attended, term-time working had a detrimental effect on both their final year marks and their degree results. The more hours students worked, the greater the negative effect. Overall, students working the average number of hours a week were a third less likely to get a good degree than identical non-working students. The CHERI/LSBU (2005) research found that half the students working during term-time thought they produced poor quality assignments because of their work; over two in five students with term-time jobs skipped



lectures because of the demands of their jobs. However it is worth noting that research by Greenbank et al (2009) found that whilst term-time is often 'blamed' by students for their failure to engage in collaborative/group activities and career planning and preparation, the research suggests that the negative effects of term-time employment may be exaggerated by students looking for an excuse for not engaging in such activities.

The impact of non-participation

There is evidence to suggest that participation in ECA privileges some students compared to others. For example, as Jones and Thomas (2007) comment 'a lack of economic capital makes many non-traditional students, especially those from working class families, more reliant on part-time employment, which hinders their engagement in academic and extra-curricular activities within higher education, further reducing their opportunities for acquiring additional social capital' (p. 9); whilst the Milburn report into Fair Access to the Professions (Cabinet Office, 2009) commented that employers criticised applicants' lack of generic transferable skills, but recognised that university students tend to develop these skills through participation in ECA, differently accessed by those from less privileged backgrounds. Stevenson and Clegg's (2011a) work has also identified how structural and financial limitations inhibit the participation in ECA of working-class students and those with caring responsibilities and suggest this may negatively inform their possibilities as the 'future employed'.

Recommendations for further research

As this review has highlighted empirical research into the impact of participation in diverse forms of ECA on students' post-graduate employment are limited.

Stuart et al (2008) highlight the need for a greater understanding of engagement with the HE environment for students from a variety of different backgrounds and from various demographic groups; a broad and inclusive definition of ECA, in order to rigorously investigate types and frequencies of engagement in different ECA and their impact on degree attainment. The authors also call for a better understanding of the long-term impacts of extra-curricular activity in the UK.

In addition, there is little evidence of how specific forms of participation impact on graduate outcomes, or of disciplinary differences across the sector. It is anticipated that forthcoming research by Stevenson and colleagues as part of the ESCALATE, 'Understanding the value of extra-curricular activities in creating graduates with impact in education' project will continue to contribute to the so far limited body of research.

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II. Report for Employers

Understanding The Value Of Extra-Curricular Activities In Creating Graduates With Impact In Education

Report for Employers

Paula Sealey
Leeds Metropolitan University

Introduction

This report was commissioned by the Higher Education Academy subject group for education, ESCALATE, as part of a wider project 'Understanding the value of extra-curricular activities in creating graduates with impact in education'. The overall research is designed to enhance conceptual and theoretical understandings of the diversity and value of extra-curricular activities (ECA) to education students, staff, employers and the wider society, as well as facilitating a better understanding of how ECA might be integrated into the curriculum, developed to enhance employability and create graduates with impact. The project is a collaboration between Leeds Metropolitan University and four Further Education Colleges across England, Scotland and Northern Ireland.

Background

Gaining employment across the field of education has become highly competitive, with numerous graduates applying for every graduate job. In consequence, graduates are being increasingly urged to find ways to distinguish themselves from other job applicants. However, until recently there has been little recognition of the role that participation in ECA may play in enhancing employability and in improving graduate outcomes (employability, personal and professional development). Some students do value ECA, engage in them and recognize their benefit for academic studies and future employment. These students are able to demonstrate via CVs and application forms that they have developed a wide range of transferable skills including interpersonal skills (communication, listening, networking); teamwork (group work, collaboration/learning from others); presentation skills; reflection; self-direction (organisation, time management, working to deadlines, decision-making); project management; and leadership/teaching skills (delegation, facilitation, guidance). However, not all students have the same perception of the value of ECA, nor fully realise the different forms of ECA and/or participate in them. These students may thus be disadvantaged when applying for jobs.

To explore how employers regard different forms of ECA and how these can contribute to employability, telephone interviews (21 in total) were conducted with head teachers or other key recruiting staff in teaching and/or other education-related areas.

Key findings from the interviews with employers

- Most forms of ECA are highly valued by employers and they expect to see evidence of participation on a CV/job application form.
- After academic qualifications and work experience, evidence of participation in ECA is the factor that employers pay most attention to.



- All employers face a high number of applicants from those holding the same degree/qualifications. However, evidence of participation in ECA acts as a significant differentiating factor in the selection process.
- Evidence of ECA is only of interest to employers if applicants can translate acquired skills to the institution they are applying to e.g. coaching football, teaching dance.
- Employers are particularly interested in activities where the graduate has demonstrated an involvement in voluntary work, team-working or a leadership role. Such participation is considered key to evidencing core interpersonal skills as well as 'soft' characteristics such as confidence, resilience and tenacity, which are deemed essential to those working in education. These can be classified as transferable life/personal skills.
- Specific skill sets that are more aligned to the working environment are also valued by employers. In particular, time management, organisational skills, formal communication skills and management skills are highly valued as transferable skills/competencies that are gained from engagement in ECA.
- ECA which evidence the development of citizenship, social, moral and ethical responsibilities are highly regarded. However, political activity is not, and, indeed reference to this form of ECA can be detrimental to prospective candidates seeking employment.
- Employers believe that their institutions benefit greatly from graduates who demonstrate commitment, enthusiasm and are 'well-rounded individuals' through their participation in ECA.
- Employers are critical of graduates who do not sufficiently align their ECA to the specific job role/application and/or organization and how such activities support their suitability for the role. Many applicants offer generic application forms/CVs and fail to utilise the potential of their ECA to their fullest capacity. Given the high importance attached to skills gained through ECA there is concern that some students, despite participating in ECA, are not capitalizing on the opportunities that ECA affords to them.

Recommendations

- Institutions need to work closely with employers to ensure that students on education courses understand the forms of ECA valued by employers and how these may be evidenced on application forms/CVs.

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III. Website Analysis Report

Understanding The Value Of Extra-Curricular Activities In Creating Graduates With Impact In Education

Website Analysis

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Introduction

This website analysis was commissioned by the Higher Education Academy subject group for education, ESCALATE, as part of a wider project 'Understanding the value of extra-curricular activities in creating graduates with impact in education'. The overall research is designed to enhance conceptual and theoretical understandings of the diversity and value of extra-curricular activities (ECA) to education students, staff, employers and the wider society, as well as facilitating a better understanding of how ECA might be integrated into the curriculum, developed to enhance employability and create graduates with impact. The project is a collaboration between Leeds Metropolitan University and four Further Education Colleges across England, Scotland and Northern Ireland.

The following websites were analysed: Two universities and four Further Education Colleges across England, Scotland and Northern Ireland. The Times Education Supplement (TES); the Training and Development Agency for Schools (TDA); The Quality Assurance Agency for Higher Education (QAA); the Department for Education; the Association of Graduate Careers Advisory Services (AGCAS) and Prospects (the official graduate careers website) in order to provide a picture of where and in what context ECA are recognized as important in relation to contributing towards recruitment on to courses and into employment.

In order to assess how the above websites considered ECA and their contribution towards entry on to further courses of study and/or employment, the analysis concentrated on identifying activities that contributed to ECA, activities that contributed to employability, the mention of graduate attributes and the linkages between ECA and employability.

Key findings from the website analysis

- The websites of the Further Education Colleges and universities involved in the study all provide details about the importance of ECA for enriching the student experience, enhancing academic studies, the acquisition of transferable skills and the benefit gained for future employability.
- The colleges in particular, however, talk very generically about ECA and tend to focus on personal development for wider life skills rather than specifically linking ECA to a given subject or academic focus. It is noticeable that it not until the stage at which a student reaches HE study that this personal development is linked to employability.
- The universities and colleges do, however, recognize that entry into university for education-related courses is very competitive and that the participation in ECA can help students secure entry on to such courses.



- The institutions also acknowledge the importance of ECA to students' employability and offer them numerous opportunities to participate in ECA, for example, providing clubs and societies, work within the institutions and/or voluntary work in the wider community.
- The institutions are also clear that these opportunities provide students with necessary experiences to enhance their CVs and gain vital transferable skills for future success in employment.
- In addition, the universities recognize the importance of graduate attributes which are a wide-ranging set of qualities students develop in preparation for personal development, future employment, further study, citizenship and their contribution to society.
- In terms of what ECA are valued, the institutions recognize that some ECA are intrinsic to self-development, for example, developing self-confidence, social and moral responsibility whilst other ECA are looking to develop external skill sets such as problem-solving, political involvement and industrial experience in preparation for students' contribution to society and their chosen professions.
- The websites of the Department of Education, TDA, QAA, AGCAS, Prospects and TES have limited details about ECA and/or employability and it is difficult to find any evidence that such issues are being addressed.
- A thorough search does reveal previously published articles but these are not easily found and tend to discuss employability in general without considering any links between it and the participation in ECA. There is very little evidence to suggest from these websites that involvement in ECA is related to successful employment outcomes.

Recommendations

- Greater recognition needs to be given by institutions to the subject specific value of ECA and how these can be applied to particular post-graduate outcomes.
- Understanding the value of ECA needs to be integrated and embedded into the curriculum itself, and those ECA linked specifically to a chosen profession and/or career path, actively promoted to students.
- Organisations supporting education students into post-graduate employment need to draw attention to the value of ECA and its relation to successful employment outcomes.
- These organisations may wish to consider incorporating student testimonials into the websites to raise advocacy for ECA development and to increase participation in available activities.

For further information on the project contact:

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Appendix B: Data

I. Overview of Methodology

	Methodology	Progress to date
Project start up	Project design and set up: project publicity; design of research tools; ethical approval; networking with subject/course/module leaders and employers	Completed
Desk based research:	A systematic literature review of research and institutional practice relating to participation in ECA; ways in which ECA are embedded into education courses; impact of participation on curricular experiences, retention; attainment; success and employability.	Completed
	A website analysis of the TDA; QAA; DfES; AGCAS; Prospects; TES; the HEI and FECs involved in the study; the recruitment pages of the relevant LEAs etc., providing a picture of where and in what context ECA are recognised as important in relation to recruitment on to courses and into employment.	Completed
	Curriculum analysis: samples of course/module handbooks will be analysed to explore where/in what context ECA are referred to (if at all) in relation to the curriculum and to the development of student employability and graduate outcomes	Completed
Field research	Focus groups with students (10, 70 students in total), exploring forms of ECA students are participating in; rationale for participation; how they are thinking about their futures; how they are/not using participation in ECA to become the 'future employed'.	Completed 11 focus groups delivered comprising 52 students
	Interviews with students (20) exploring how students see and are building towards their futures and the forms of curriculum intervention they consider most relevant to help them become graduates with impact. This will allow us to explore, from a student perspective, what sort of strategies appear to make most impact.	Completed 20 interviews undertaken and transcribed from across 4 FE colleges + 2 HEIs



	Interviews with staff (total 10) exploring overall course aims; support given for participation in ECA; valuing of different forms of ECA; ways in which ECA are integrated into the curriculum, including within specific employability initiatives (if any). This will enable us to understand ways in which staff valorise (or otherwise) participation and the impact this has on creating graduates with impact.	Completed 12 interviews undertaken and transcribed from across 4 FE colleges + 1 HEI
	Telephone interviews (20 in total) with head teachers or other key recruiting staff in teaching and/or other education-related areas, exploring how employers regard different forms of ECA and how these can contribute to employability.	21 telephone interviews completed
Dissemination	Internal thematic staff development workshops 1 and 2 Seminar One: <i>"I'm not interested when applicants talk about walking their dog!"</i> This seminar will present findings - interesting, surprising, and, at times, disturbing - from interviews with head teachers and other key recruiting staff exploring how employers regard different forms of ECA and whether, and how, they believe that ECA can contribute to the employability of students on education courses. Seminar Two: <i>'Faith, cultural, political activities, domestic responsibilities...they're not extra-curricular. They're just things that happen'.</i> This seminar will explore how students on education courses think about ECA, the ways in which they are (or are not) drawing on ECA to make themselves more employable and the role that the research interview itself has played in enhancing students' understanding of the possible value of ECA to employers.	Partially completed Seminar one delivered with students; Seminar two moved from December 2011 to January 2012
	Higher Education Academy (HEA) or the ESCalate conference	No ESCalate conference planned for this year; project work did not fit in with overall themes of HEA national conference; alternate



		dissemination strategy planned and delivered
	Report on curriculum analysis made available to ESCalate and to project partners	Completed. However, this has not been disseminated
	Presentation at the British Educational Research Association (BERA) conference	Completed
	Development of a short booklet highlighting different ways in which students are using participation in ECA to enhance their graduate outcomes, suitable for integration into PDP elements of the curricula	On-going, for completion January 2012
	Production of a short report highlighting the link between employers' attitudes towards ECA and the link to graduate outcomes. This will be sent to the TDA; QAA; DfES; AGCAS; Prospects; TES; the HEI and FECs involved in the study and their relevant LEA.	Completed



II. Interviews with Employers

Employer Demographics

	Sex	Role	Institution	Location
E1	Female	Head Teacher	Secondary School	Skipton
E2	Male	Head Teacher	Secondary School	Ossett
E3	Female	Head Teacher	Secondary School	Horbury
E4	Male	Head Teacher	Infants/Junior School	Rotherham
E5	Female	Head Teacher	Secondary School	Wadebridge
E6	Male	Head Teacher	Secondary School	Kinross
E7	Female	Manager	Sure Start Centre	Sheffield
E8	Female	Manager	Children's Centre	Windsor
E9	Male	Head Teacher	Secondary School	Holmfirth
E10	Male	Head Teacher	Secondary School	Apperley Bridge
E11	Male	Head Teacher	Secondary School	Redbridge
E12	Male	Deputy Head	Secondary School	Bradford
E13	Male	Deputy Head	Secondary School	Nottingham
E14	Male	Head Teacher	Secondary School	Doncaster
E15	Male	Associate Dean	University	Leeds
E16	Male	Head Teacher	Secondary School	Holmfirth
E17	Male	Manager	Teachers' Recruitment Agency	Leeds
E18	Male	Manager	Teacher Supply Agency	Leeds
E19	Male	Manager	Education employment Agency	Leeds
E20	Female	Manager	Teachers' Recruitment Agency	Sheffield
E21	Female	Manager	Teachers' Recruitment Agency	Leeds



1. Could you please give me a couple of examples of specific jobs that you have advertised in the last year which required graduates?

E1	Business Manager to specialise in H.R./Finance/Legal and subject teachers.
E2	Subject teachers and support staff (support staff tend to have graduate qualifications as well).
E3	Teacher of Science and teacher of English.
E4	General teaching posts – usually requiring an NQT.
E5	Teacher of physics and teacher of mathematics.
E6	Teachers of modern languages and HoD in History.
E7	Have not advertised for any jobs in the last year because of funding.
E8	Is a new position so only now in the process of advertising for staff.
E9	Teacher of science and teacher of ICT. Also network ICT manager.
E10	HoD in Maths, DT teacher and Art teacher.
E11	Teachers and also Teaching Assistants (first time they asked TAs to have a degree)
E12	Maths teachers and staff for the PE department.
E13	Teacher of English and teacher of biology.
E14	Teachers of science, P.E. and drama. A member of staff to join the Graduate Trainee Programme. A data manager.
E15	All lecturing posts require graduates.
E16	All teaching post and ICT technician.
E17	N/A
E18	N/A
E19	N/A
E20	N/A
E21	N/A



2. Did these jobs require graduates who held specific degrees/qualifications?

E1	We needed subject teachers e.g. teachers of foreign languages, maths, art, P.E. and psychology. We ask for a teaching qualification, then a degree in the subject to be taught and we also look at applicants' A level results. We do not accept a B.Ed at this school, it must be a degree in the subject to be taught and then a teaching qualification as well.
E2	Not always the case that subject teachers must have a degree in that subject e.g. have taken someone with a degree in social policy to be a geography teacher. Must have teaching qualification; B.Ed; PGCE or equivalent.
E3	Want a degree in the relevant subject or if the degree is not in the specific subject then a large component of their degree must have been in that subject. Also require a teaching qualification.
E4	We require a degree with QTS.
E5	We require the teacher to have a degree in that subject specialism so the physics teacher has a physics degree and the maths teacher has a maths degree.
E6	We have to follow Scottish requirements so are tied as to what we may ask for e.g. for teachers of modern languages we had to put 'French and Spanish would be desirable'. We have to follow the criteria laid down.
E7	Last person recruited had a Foundation Degree in Early Years.
E8	Training is given in IT. No childcare qualifications are required.
E9	For teaching posts must have a degree in the relevant discipline and QTS.
E10	HoD for Maths had to have a maths degree. Art and DT teachers – would have accepted non-graduate qualifications.
E11	Some teaching posts would need a subject specific degree (physics) but other jobs just require a degree.
E12	Must have degrees in their subject areas so maths teachers had maths degrees and PE staff had a sport or sports science degree.
E13	First degree in subject specialism and qualified teaching status.
E14	Degree in subject specialism. Also employed learning supervisors who were graduates who had not gone into teaching.
E15	Lecturers need a degree and qualified teacher status. There are some non-QTS posts within the department that require graduates with a degree in the associated area/subject but they do not need a teaching qualification.
E16	Subject specialism e.g. history teacher had to have an appropriate degree for the post.
E17	N/A
E18	N/A
E19	N/A
E20	N/A



E21	N/A
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3. Typically, how many applicants do you receive for a job?

E1	For a part-time teaching position we only received 2 applicants. For a full-time teaching position we receive between 7 and 12 applications. We received 34 applications for the Business Manager position.
E2	On average 25 applicants per post but it depends on what the subject is. At present it is easier to recruit than in previous years due to the economy (not so many jobs around) – people seem to be going into teaching as a secondary career after having been in industry.
E3	It depends on the job as a senior position always attracts more applicants. Can depend on the time of the year as well. The teacher of English had 12 applicants but the teacher of science attracted 61 applicants but that was unusually high.
E4	A teaching post typically attracts about a dozen applicants.
E5	I only advertise locally to keep costs down e.g. school website, local council and job centre so get about 20 applicants. If advertise nationally in Times Ed then would get 30-40.
E6	12-15 per job.
E7	Not recruited in over a year.
E8	Recruitment has not taken place yet.
E9	Teacher of science (68 apps), teacher of ICT (74 apps) and network ICT manager (28 apps)
E10	HoD for Maths (15 apps). 50+ applicants for both the Art and DT jobs.
E11	HoD for drama (7). Maths NQT (40). ICT teacher 50+
E12	Depends on the subject. PE attracted 66 applicants but we had 2 maths posts and only got 7 applicants.
E13	About 30.
E14	Teacher of science = 52 applicants. 112 applicants for 2 P.E. teachers. 24 applicants for drama teacher. Number of applicants has increased – massive growth because they are an ‘improving school’ and it has a good reputation for being a training school for new teachers.
E15	8-12 for a lecturing post. Low numbers are because of the pay differentials between university grades and other jobs within the public sector.
E16	Depends on the subject. A maths post might only get 5 or 6 but PE or IT/technology post could get 70.
E17	The recruitment agency receives 6,500 applicants to the national programme and they accept 740. These applicants are all screened and interviewed and then matched to schools. On the basis of the applicant’s CV the school will then accept them for two



	years.
E18	The agency receives CVs from teachers seeking supply work who apply online to various jobsites/websites. Head teachers contact the agency with their vacancies and state the criteria/qualifications/skills needed and then the agency vets the CVs and forwards appropriate CVs to the school.
E19	They are the agency that is approved by Leeds City Council for selecting teachers for Leeds schools. They attend recruitment fairs held at local universities and sign up many graduates. They recruit teachers for local schools (especially schools wanting a specific subject specialism) and also meet candidates and then forward CVs to schools they think would be interested.
E20	They are a teachers' recruitment agency supplying teachers and support staff to primary and secondary schools. Schools contact them with vacancies and they also approach schools with candidates' CVs.
E21	They are a teachers' recruitment agency supplying teachers and support staff to nurseries and schools throughout the UK. Schools contact them with vacancies and they also approach schools with candidates' CVs.



4. When you receive a job application/C.V. how much attention do you pay to the non-course/non-market (ECA) activities that have been written down by the applicant

	A lot of attention	A little attention	Not much attention	No attention at all
E1	X			
E2		X		
E3		X		
E4	X			
E5		X		
E6	X			
E7	X			
E8		X		
E9	X			
E10	X			
E11	X			
E12	X			
E13	X			
E14	X			
E15	X			
E16	X			
E17	X			
E18				
E19				
E20				
E21				

E6 = I am always interested in it but it is never the deciding factor.

E7 = Always need bi-lingual workers so ECA are very important because they will recruit these people even if they have not got a Level 3 Childcare qualification which they ordinarily demand.



E9 = I am always interested in it but it is never the deciding factor.

E12 = The job being advertised affects this. PE applicants put a lot of relevance on sports ECA whilst maths teachers tend to focus on things towards curriculum delivery.

E15 = ECA must be relevant to the job/area. ECA must be linked against the job specification. He wants to see that ECA show they are innovative e.g. if they have worked on international projects which could then be linked to the job.



5. How much value do you give to the following when you see it on a CV:

(a) – (e) could be considered as positive factors that would be advantageous to a business enterprise. However, (f) – (k) could be considered as negative factors because they could be viewed as activities that would lead to low professional commitment/low productivity and finally to high turnover rates.

E1 (Employer 1 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity		X			
(e) Examples of communication skills	X				
(f) Examples of involvement in family life					X (1)
(g) Examples of leisure activities					X (2)
(h) Examples of social activities		X			
(i) Examples of political activities					X (3)
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities	X				
(l) Examples of any other type of activity		X (4)			

= would not expect to see this listed on a C.V. If the applicant mentioned it e.g. caring for an elderly relative, the Head felt it would need to be discussed in an interview because it highlights there could be a problem (not being able to work the hours expected of the job)

= sometimes the Head feels that people apply to work at this school because of where it is located e.g. applicants are more interested in walking in the neighbouring locations than working at the school

= the Head would not want anybody with overt political opinions working at the school

= the Head mentioned hobbies/interests. Because the school specialises in engineering/science quite often applicants write about hobbies that can be linked to the school's specialism



E2 (Employer 2 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility		X			
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity		X			
(e) Examples of communication skills	X				
(f) Examples of involvement in family life			X		
(g) Examples of leisure activities		X			
(h) Examples of social activities		X			
(i) Examples of political activities			X		
(j) Examples of volunteering activities		X			
(k) Examples of sporting activities	X				
(l) Examples of any other type of activity		X			



E3 (Employer 3 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship	X				
(d) Examples of maturity	X				
(e) Examples of communication skills	X (1)				
(f) Examples of involvement in family life		X			
(g) Examples of leisure activities		X (2)			
(h) Examples of social activities		X			
(i) Examples of political activities					X
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities		X (3)			
(l) Examples of any other type of activity		X (4)			

- (1) = would expect to see it in the way the application letter/C.V. is written rather than examples of it. If they cannot spell my name or the name of the school correctly the application is binned immediately.
- (2) = this is only important if it can be related to the school e.g. if they play football regularly and would be prepared to start a football club or if they played piano and would join the school band
- (3) = same arguments as number (2)
- (4) = if they cited cooking it would be of little importance but if they had travelled widely and said they had an international ethos which fits with our school then this would be very important



E4 (Employer 4 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship	X				
(d) Examples of maturity	X				
(e) Examples of communication skills	X				
(f) Examples of involvement in family life		X			
(g) Examples of leisure activities		X			
(h) Examples of social activities		X			
(i) Examples of political activities				X	
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities		X			
(l) Examples of any other type of activity	X (1)				

(1) = interested if they can offer something that meets the needs of the profile of the school (specialises in performing arts).



E5 (Employer 5 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity	X				
(e) Examples of communication skills	X				
(f) Examples of involvement in family life				X	
(g) Examples of leisure activities			X		
(h) Examples of social activities				X	
(i) Examples of political activities					X
(j) Examples of volunteering activities		X			
(k) Examples of sporting activities		X (1)			
(l) Examples of any other type of activity		X			

(1) = interested if it is related to the post being advertised e.g. PE teachers.



E6 (Employer 6 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X (1)				
(b) Examples of leadership	X				
(c) Examples of citizenship	X				
(d) Examples of maturity		X			
(e) Examples of communication skills	X				
(f) Examples of involvement in family life		X			
(g) Examples of leisure activities		X (2)			
(h) Examples of social activities			X		
(i) Examples of political activities				X	
(j) Examples of volunteering activities			X		
(k) Examples of sporting activities		X (3)			
(l) Examples of any other type of activity			X		

(1) = depending on the post e.g. HoD

(2) = interested if they are examples of ECA that can be used in the school.

(3) = interested if they are examples of ECA that can be used in the school.



E7 (Employer 7 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X (1)				
(b) Examples of leadership	X				
(c) Examples of citizenship	X				
(d) Examples of maturity	X (2)				
(e) Examples of communication skills	X				
(f) Examples of involvement in family life		X			
(g) Examples of leisure activities		X			
(h) Examples of social activities		X			
(i) Examples of political activities		X			
(j) Examples of volunteering activities		X			
(k) Examples of sporting activities		X			
(l) Examples of any other type of activity		X			

(1) = depending on the post/person specification

(2) = interested more in attitude and competence



E8 (Employer 8 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity	X				
(e) Examples of communication skills	X				
(f) Examples of involvement in family life		X			
(g) Examples of leisure activities		X			
(h) Examples of social activities		X			
(i) Examples of political activities				X	
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities		X			
(l) Examples of any other type of activity		X			



E9 (Employer 9 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X (1)				
(b) Examples of leadership	X				
(c) Examples of citizenship	X (2)				
(d) Examples of maturity	X				
(e) Examples of communication skills	X				
(f) Examples of involvement in family life		X			
(g) Examples of leisure activities			X (3)		
(h) Examples of social activities		X			
(i) Examples of political activities				X	
(j) Examples of volunteering activities	X (4)				
(k) Examples of sporting activities			X		
(l) Examples of any other type of activity		X			

- (1) – Depending on the post. Would expect more from applicants going for leadership roles (HoD). Would expect to see examples of teamwork from those applying to be teachers.
- (2) – Very important in education. Comes down to wanting applicants who have same the same values as the school. Would want examples of how applicants had been a role model.
- (3) – Only if the leisure activity could be used at school. Likes to have the expertise of someone involved in a leisure activity but is also wary that they might devote too much time to this activity at the expense of the school.
- (4) (Like citizenship) anyone who does this shows compassion and does things altruistically. They tend to be positive people and hold the sort of values he is after.

The school has a common application form (and he disregards CVs) which asks for degree status, qualifications and past work experience. He wants a covering letter to show how the applicant meets the person spec and the job profile.



E10 (Employer 10 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity	X				
(e) Examples of communication skills	X				
(f) Examples of involvement in family life			X		
(g) Examples of leisure activities		X			
(h) Examples of social activities			X		
(i) Examples of political activities			X		
(j) Examples of volunteering activities		X			
(k) Examples of sporting activities	X				
(l) Examples of any other type of activity		X			



E11 (Employer 11 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity		X			
(e) Examples of communication skills	X				
(f) Examples of involvement in family life	X				
(g) Examples of leisure activities	X				
(h) Examples of social activities		X			
(i) Examples of political activities		X			
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities	X				
(l) Examples of any other type of activity		X			



E12 (Employer 12 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity	X				
(e) Examples of communication skills	X				
(f) Examples of involvement in family life	X (1)				
(g) Examples of leisure activities		X			
(h) Examples of social activities		X			
(i) Examples of political activities		X			
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities	X (2)				
(l) Examples of any other type of activity		X			

(1) = it can reveal a good work/life balance which is important.

(2) = depending on the post. Is more important for those applying for PE posts than other jobs.



E13 (Employer 13 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility		X			
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity	X				
(e) Examples of communication skills	X				
(f) Examples of involvement in family life		X			
(g) Examples of leisure activities		X			
(h) Examples of social activities		X			
(i) Examples of political activities				X	
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities	X				
(l) Examples of any other type of activity		X			



E14 (Employer 14 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X (1)				
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity	X				
(e) Examples of communication skills	X				
(f) Examples of involvement in family life			X		
(g) Examples of leisure activities	X				
(h) Examples of social activities		X			
(i) Examples of political activities			X		
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities	X (2)				
(l) Examples of any other type of activity	X (3)				

(1) = these are more important if they are peer related – having responsibility over and respect from peers rather than getting it from those in authority.

(2) = depending on the sport. He is very interested in team sports because these show applicants are team players (rather than pursuing individual sports)

(3) = very interested in applicants who have travelled or taken a gap year.



E15 (Employer 15 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity			X (1)		
(e) Examples of communication skills	X				
(f) Examples of involvement in family life		X (2)			
(g) Examples of leisure activities		X			
(h) Examples of social activities		X			
(i) Examples of political activities		X			
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities		X			
(l) Examples of any other type of activity		X			

(1) = this is more of an expectation rather than something having importance. However, if he reads something that is an example of immaturity it is disadvantageous because the application goes no further.

(2) = this relates to (f), (g), (h), (i) and (k) – these examples have to be relevant to the job.

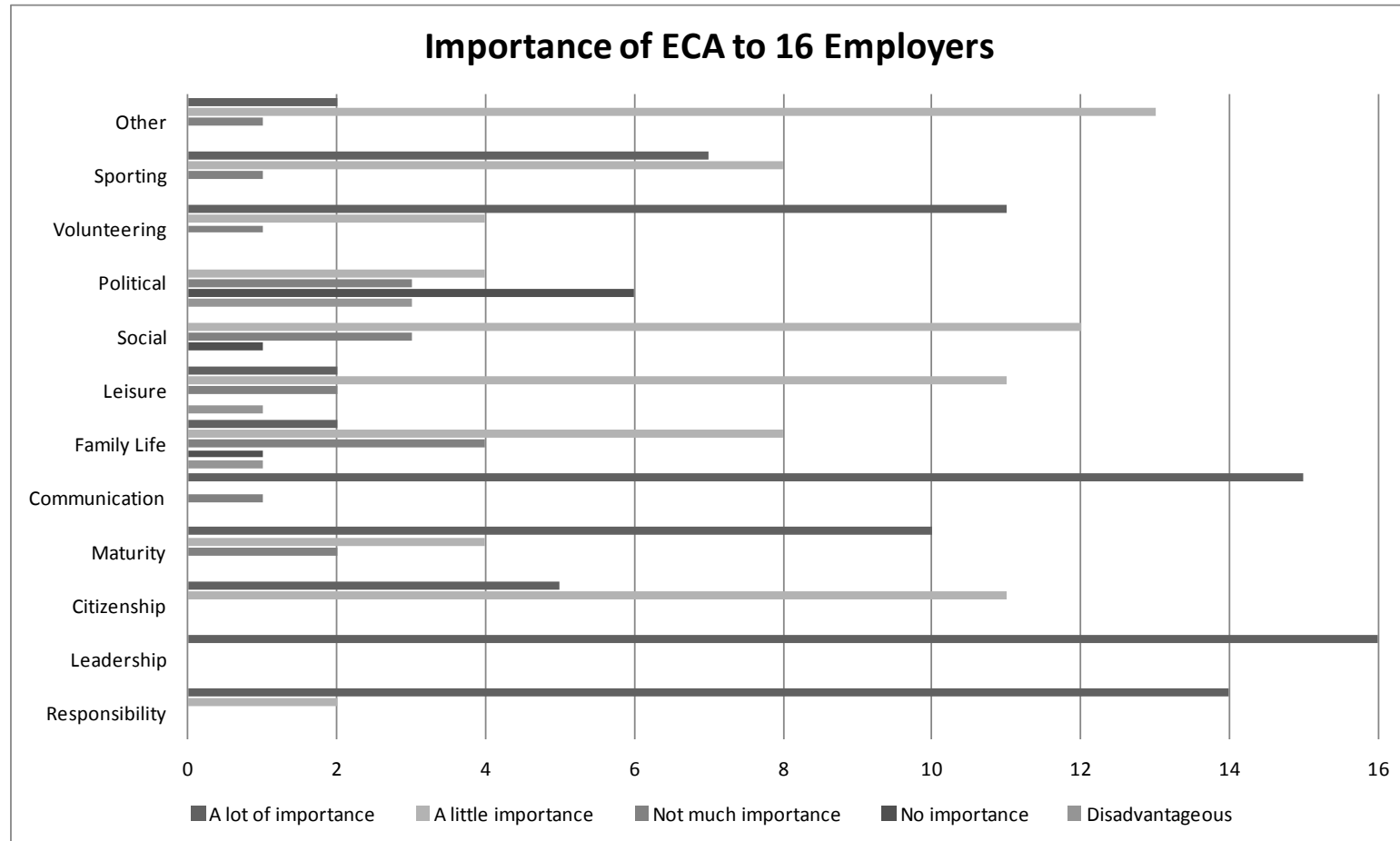


E16 (Employer 16 – individual responses)	A lot of importance	A little importance	Not much importance	No importance whatsoever	Feel it is disadvantageous
(a) Examples of responsibility	X				
(b) Examples of leadership	X				
(c) Examples of citizenship		X			
(d) Examples of maturity			X		
(e) Examples of communication skills			X		
(f) Examples of involvement in family life			X		
(g) Examples of leisure activities		X			
(h) Examples of social activities			X		
(i) Examples of political activities				X	
(j) Examples of volunteering activities	X				
(k) Examples of sporting activities		X			
(l) Examples of any other type of activity		X			

No individual responses were received from Employer 17, 18, 19, 20 or 21.



Table 1: Importance of ECA to employers



6. When looking at a job application/C.V. which holds the most value for you: [rank 1-7]

	Institution where Qualifications Gained	Academic Qualifications/Results	Examples of Communication Skills	Involvement in ECA	Previous Work Experience (paid or unpaid)	ICT Skills	[any other as forwarded by respondent]
E1	7	1	3	3	6	3	2 – examples of further study e.g. Masters degree
E2	5	5	1	1	1	1	
E3		1	2				
E4	6	1	1	1	1	1	
E5		1			2	3	
E6			1	1	1		Assumed ICT skills are possessed
E7							Just look for childcare qualifications.
E8	1	1	2	2	2	2	
E9	3	2	4	6	1	5	
E10		1		3	2		
E11		1	1				
E12		1			1		
E13		1					
E14	6	1	1	1	1	1	Equally as they show skills and abilities achieved.



E15	6	1	3	3	2	5	
E16		1		3	2		Others are of secondary importance and would be picked up at interview.
E17							See comments for Q12.
E18							See comments for Q12.
E19							See comments for Q12.
E20							See comments for Q12.
E21							See comments for Q12.



7. On a job application/C.V. would you expect to see:

	Academic Qualifications/Results	Examples of Communication Skills	Examples of Personal Skills/Attributes	Examples of Hobbies/Interests	Examples of involvement in ECA	Previous Work Experience	ICT Skills
E1	Y	Y	Y	Y	Y	Y	Y
E2	Y	Y	Y	Y	Y	Y	Y
E3	Y	Y	N	Y	Y	Y	N
E4	Y	Y	Y	Y	Y	Y	Y
E5	Y	Y	Y	N	Y	Y	Y
E6	Y	Y	Y	N	Y	Y	Y
E7	Y		Y	Y	Y		
E8	Y	Y	Y	Y	Y	Y	Y
E9	Y	N	Y	N	Y	Y	Y
E10	Y	Y	Y	Y	Y	Y	N
E11	Y	Y	Y	Y	Y	Y	N
E12	Y	Y	Y	Y	Y	Y	Y
E13	Y	N	Y	Y	Y	Y	N
E14	Y	Y	Y	Y	Y	Y	N
E15	Y	Y	Y	N	Y	Y	Y
E16	Y	N	N	Y	Y	Y	Y



E17							
E18							
E19							
E20							
E21							

E3 – hobbies/interests – the application form has a box to be filled in. ICT – just look to see how the application letter/C.V. has been typed.

E5 – would wait until the interview to see the applicant's communication skills. ECA must be related to the job e.g. DofE qualifications, outdoor activities such as canoeing. Not interested in activities such as singing in a choir.

E7 – applicants have to complete a standardised NHS application form.

E9 – communication skills would be picked up in letter of application or interview. ECA would be used to shortlist e.g. when receiving 68 applicants for 1 job the CVs where the people who are 'human' stand out (via ECA) tend to be shortlisted over others. So other qualities are considered besides qualifications.

E15 – communication skills would be picked up in letter of application.

E17 – see comments listed for Q12.

E18 - See comments listed for Q12.

E19 – See comments listed for Q12.

E20 – See comments listed for Q12.

E21 – See comments listed for Q12.



8. Is there anything else you would expect to see on a job application/C.V.?

E1	References
E2	References
E3	Details about any breaks in employment and what they did during a gap year
E4	Any language skills that could benefit the school or anything else that would be specific to the school
E5	Details about any breaks in employment and what they did during a gap year (any gaps make her suspicious). O levels/GCSEs must be listed separately with grades achieved. Any cautions from the police must be there. And how all activities will benefit the school and help to make an impact. If activities are just listed in a summary the applicant is not shortlisted – must be clear how ECA are going to help the school.
E6	How the applicant will develop the curriculum and particular teaching styles adopted. Should be able to tailor the application form to what the school is looking for. If they are interested in history is this a specialism that could be offered as extra?
E7	References and evidence of languages.
E8	References and evidence of languages.
E9	References
E10	References
E11	References. The school uses a standard application form which must be filled in. CVs are not accepted and returned to applicants.
E12	Expect to see something about philosophy. Wants to know what the applicant believes in education, what they think young people are entitled to and to see a passion for education.
E13	Any training courses that had been attended.
E14	The school uses a standard application form (as determined by the LEA) and does not accept CVs. Form + letter of application. Wants to see work patterns. Support structures e.g. who do they have around them to help out when the going gets tough e.g. do they have family or friends close by? This is important for the health and well being of the applicant. He wants someone to stay for at least 3 years so needs to know they have a support structure in place.
E15	Most posts have 5 or 6 descriptors/specifications that need to be met and the applicant needs to show how they can provide evidence to meet these.
E16	Want an explanation of any gaps in the employment history.
E17	See comments under Q12.
E18	See comments under Q12.



E19	See comments under Q12.
E20	See comments under Q12.
E21	See comments under Q12.



9. If an applicant did list their ECA which would have more value for you: [rank the top 3]

Participation in:	Sports	Student Associations	The Social Sector	Cultural Activities	Political Activities	Activities to do with Faith/Religion	Family Responsibilities	Other Activities
E1								Anything that demonstrated leadership and team-working
E2	1			1				
E3								Voluntary work and anything that demonstrated leadership skills
E4				1				
E5	1		1					Anything that demonstrates the applicant is willing to give time to others. A demonstration of skills, leadership & emotional intelligence.
E6	1			2				Anything that can be offered to pupils e.g. team sports, art, music or hobbies such as jewellery making.
E7							1	Very interested if the applicant is a parent. Anything that is extra to the course that was studied. Anything that could be offered to parents.
E8			1					Any evidence of working with children.
E9	1		2					1 – likes sporty people because they are healthy, once the game (football) is over there is nothing to impact on other



								things. 2 – builds social capital. The sort of person he wants to appoint. Anyone who can show they understand children. Other activities need to show how they have transferable skills. Wants people who can demonstrate their values (via faith/religion etc) as being like those of the school.
E10	1			2		3		Only interested in religion because it is a Methodist school
E11			1	1				
E12	1			1				
E13	1							
E14	1	1	1	1	1	1	1	All equal. He is looking for examples of participation/team work rather than individual activities.
E15	3			1		1	7	Participation in sports would depend on the job.
E16								All hold equal position EXCEPT political activities. Do not want to know that.
E17								See comments under Q12.
E18								See comments under Q12.
E19								See comments under Q12.
E20								See comments under Q12.
E21								See comments under Q12.



10. What value do you think ECA have on the overall employability of a job applicant?

- E1 – They show the breadth of character of a person so you are not employing just one dimension. They are a good way of showing a snapshot of the person and that they will be able to do the necessary things needed for the job, things they will be expected to do once in employment.
- E2 – I think they are reasonably significant. They are not the main driving force but we would expect our teachers to make a contribution to school life and it is through these things that they will be able to. Not just sport and cultural activities but a wide range of things.
- E3 – Great value because it shows they can offer something additional to the school.
- E4 – ECA has a lot of value. All the applicants are qualified at the same level so it is the ECA that makes the difference.
- E5 – Not a lot of value in teaching. People are recruited because they can teach the subject, have high emotional intelligence and can demonstrate that they work well with children. If they can use ECA to show this e.g. scout leader, all the better but not essential.
- E6 – It has a high value but is not the deciding factor on whether someone gets a job. To do a particular job they must have the skills associated with that job. ECA is only of interest as an addition to the job application.
- E7 – Great deal of value because it shows confidence, the ability to participate with others, having a wider view of the world (not just the world of college) and being proactive.
- E8 – ECA allows an employer to see what skills the applicant is coming with. It allows for a more holistic approach to be taken and shows what added extra is available. It shows employers 'what they can offer' of benefit.
- E9 – It is not key but it is a factor. It can end up being a deal breaker especially when applicants have the same qualifications. Interested in those who have a rich and varied set of experiences to offer which can be brought and used in the school. Need to show how these things will enhance the richness and quality of the children's schooling. ECA can be used to differentiate the candidates but all these skills need to be transferable to the school.
- E10 – For the teaching role it is very significant. Being able to teach the academic subject is very important but the school also wants to offer its pupils an all round education so he wants to offer sport, music, drama or cultural activities. Staff have to be comfortable with this and be able to demonstrate their willingness to do it. If it came down to the final three applicants in an interview and they were all good teachers then he would select the one who could make the strongest contribution outside of the classroom.
- E11 – ECA has a big effect. It is a way of separating the applications forms. It shows that the person has something else to offer which is an advantage.
- E12 – Has a huge impact. The message we give our students when applying for university or looking for employment is that their experiences (e.g. ECA) will help them to become successful. If confronted with many children who all have the same qualifications then success (from universities/employers) will be down to the differences in their experiences.
- E13 – It has considerable value but it is secondary.



E14 – Important if it shows team working/team bonding/team ethics. ECA is a prerequisite now but he is interested to see how ECA affects/maintains the health and wellbeing of the applicant. What do they do other than work? Are they able to join in and also to relax later? What can they add to the culture of the school?

E15 – Really important. ECA is an absolute necessity but must be relevant to the post. ECA enhances employability but you need to match the skills/ECA to the post and be able to talk about them in an interview.

E16 – He personally values it enormously. He wants a well-rounded person. As well as the qualifications etc what else can they offer? He wants a rich programme of ECA to offer to his students. Wants teachers with different interests so they can share these interests with the students.

E17 – See comments under Q12.

E18 – See comments under Q12.

E19 – See comments under Q12.

E20 – See comments under Q12.

E21 – See comments under Q12.



11. Do you have any examples of people you have recruited who have had an impact in your organisation and do you think any involvement in ECA helped them?

- E1 – Had one graduate who when she was unable to find teaching employment worked for the Prince's Trust creating her own greetings cards. She was employed by the school because this activity showed initiative. She now runs activities for the school's summer school.
- E2 – Sports teachers contribute several-fold to ECA in sports – they are particularly strong. Those who bring skills in drama, dance, music, art and technology – they have tangible skills so you are able to measure their impact. We are currently analysing data of our students looking to determine their overall performance (academic) with their involvement in ECA. We want to know whether the busiest children are the ones who do better academically. E.g. are those who participate in the choir, play hockey, and therefore train/play regularly the ones who achieve more/less than our expectations and our hunch is that they go beyond our expectations.
- E3 – One staff member runs a youth club outside of school and is an active climber and he runs the Duke of Edinburgh scheme at school. The Head of Science plays in a band outside of school and is starting up a brass band at school.
- E4 – Those teachers and teaching assistants who have sporting backgrounds, bi-lingual skills, or performing arts backgrounds have all had an impact on the school.
- E5 – An NQT physics teacher is also a scout leader and has plenty of confidence with children and their parents because he is used to those kinds of situations. Has more to offer than someone who is direct from the school, A levels, degree route.
- E6 – One of the English teachers helps run the boys' rugby club and he/his teaching is now better accepted in the English classroom. The personal interests of the History HoD has meant she has organised trips to Barcelona and Hadrian's Wall.
- E7 – One worker is an active member of the local mosque so she brings an insight into the community that the Sure Start Centre would not normally have. She is also able to talk in the mosque about the workings of the Children's Centre.
- E8 – N/A (still recruiting staff)
- E9 – Have a drama teacher who has a real passion for theatre and she has developed links between the school and the RSC. This has led to the school gaining a national and international profile. People come from all over to see how the school teaches Shakespeare. Not only has the school benefited but so has the local community.
- E10 – Religious Studies used to be taught by a clergyman who had no interest in the school or its activities so the take up by pupils for A level was poor (GCSE was compulsory). When this man retired the Head brought in two new young men who were teachers (not clergymen) who were willing to be active members of the wider school community. They ran the rugby team. RS no longer was made compulsory but optional but he found it became a very popular GCSE subject and also popular at A level.
- E11 – His latest teaching assistant had a degree in dance and she has started a dance club which was something lacking in the school. It was a massive advantage to her when written on her application form. Music is big in the school so any musicians tend to have a big sway when applying.



E12 – In departments such as PE/drama/music there can be a massive impact. Clubs etc that they run are offering a sense of belonging to the young people.

E13 – Teachers who have been employed and have gone on to lead expeditions. They have developed their skills in that area.

E14 – A maths teacher leads the basketball team so is breaking the mould of ‘what a maths teacher is like’. The head calls it ‘developing social collateral with children’. Run a variety of ECA and likes teachers to be involved e.g. after school they run golf, kite flying, cycling clubs. Likes teachers who are prepared to run trips/visits. The school is a ‘performing arts’ college so when they put on shows he likes all teachers to get involved because it gets the interest of and engages the students. Students then see these teachers in a different light so everyone benefits.

E15 – A member of the PE team has worked with the Deaf Olympics and has brought experience from this work into the faculty. It has helped enhance the awareness etc of ‘disability in sport’.

E16 – A classroom support assistant has an interest in Japanese and now because of her interest they are introducing Japanese for Year 7s. The hobbies and interests of teachers mean new opportunities for students.

E17 – See comments under Q12.

E18 – See comments under Q12.

E19 – See comments under Q12.

E20 – See comments under Q12.

E21 – See comments under Q12.



12. Any other comments?

E1 – I wish applicants would write on their application letter why they want to teach at this school. You can tell it is a generic letter of application that goes out to all schools when they are seeking employment – it is not tailored in any way to this school and what we need from our teachers.

E2 – We were recently graded ‘outstanding’ by Ofsted but it is noticeable that it is ECA that parents want to talk about. They come to school and ask about care, guidance, discipline and opportunities in ECA. I’ve noticed that parents say they want their children to come to this school because of the ECA but they never mention the fact that the school was graded ‘outstanding’.

E3 – (as E1) commented that it was so obvious that application letters were generic and not specific to her school or had been ‘copy and pasted’ from a job site on Google.

E4 – When looking at application letters I look to see what the applicant did on their teaching practice. I’m looking for that little extra that could provide additionality for the school. But I am tired of receiving blanket applications that all look the same. I understand why applicants do it but I cannot excuse it. They never say why/how they could meet our school’s needs and how they could take things forward.

E5 – ECA is good if the activities are relevant and will benefit the school e.g. leadership skills, communication skills. They need to bring extra to the role of teacher. Not interested when people talk about walking the dog, going to the cinema, reading – must be clear how it is linked to the role and to the school.

E6 – Anything that can be added to a portfolio is an advantage. This is a dearth of ECA so it is important to say you are willing to do it. But applicants must be willing to follow up with what was offered in the interview. As a Head Teacher he cannot force any teacher to give up their time to do ECA for the pupils. If a teacher does not have any skills but they are prepared to be ‘an extra pair of hands’ it is still worthwhile. ECA is not the deciding factor but he always wants to see it on a CV.

E7 – Qualifications are important but of more importance are attitude and the ability to transfer knowledge to the work situation. So she is interested in people with life skills in addition to qualifications. Those people she wants (bilingual) do not usually have formal qualifications so she has a problem in getting the people she wants.

E8 – What is very important is the way the CV/application letter is written and presented. Needs correct spelling, full grammar and NO texting language.

E9 – Graduates need to realise that employers need motivated, self-starters who are value led (honest, moral), resilient and can communicate well (team working) as well as having the requisite skills to be a teacher.

E10 – Schools are looking to recruit the ‘whole person’ – someone who has a wide range of interests and is willing to contribute to the wider school community. He looks for the ‘soft skills’. He recently received a CV from a graduate who listed for ECA: shopping, socialising and going to the cinema. He is not interested. Also, graduates should not put down on their CVs any ECA that is out of date.



E11 – As a school they are trying to motivate students with the academic side. But the school needs to offer an all round education. So they want to be able to offer as many after school clubs/activities as possible as it is better for the students. So he wants people who can offer something else.

E12 – It all depends on the context. Some jobs will hold a greater expectation about ECA than others e.g. jobs in PE/music/drama. As a school there is a trend moving towards telling students that school is not just 8 until 3.30 but it also includes activities that can be done after school. They talk about the formal and informal curriculum and how ECA is related to the informal curriculum. Is rather an Americanism. However, now that there are more exams/marking etc in subjects such as PE/drama/music there is now a real challenge as to the amount of time that can be given to ECA by any teacher.

E13 – It depends on the institution as each one will have different priorities. They are a sports college so sporting activities and extra-curricular activities are very important. They want to be able to provide students with an all round education so it's important to offer things. He would say to graduates that they must do research into what the school is after (and so tailor the CV accordingly).

E14 – Graduates need to put information that is relevant to the job. Think of the job and what it requires. What did you do in your training that would help e.g. giving presentations, show how these skills would be relevant to the job. He makes all interviewees do a 5 minute presentation about their subject to show how passionate they are about the subject and how they can convince others about this passion. He wants to see what evidence they provide to back up their claims. It is now more difficult to get jobs because all graduates are so well trained because they all have national governing body certificates etc so they need to show what connects them to the job. What will make them stand out from the others? He looks on the application form for 'the hook' – something of interest that will make him offer them an interview and get them through the door. They then need to follow this up with something interesting to talk about in the interview (so don't reveal everything on the application form).

E15 – The important thing is being able to apply ECA carefully to the post. They are not submitting applications for generic jobs but should treat each individually. It is important to build up a wide range of skills that can then match across to a wide range of jobs.

E16 – In the application letter he wants to see an indication of their principles, values and their reasons for working in a school. What is the reason for their application? Why do they want the job/post/to work in that particular school? Why do they want the job? Make it clear 'why have you applied'? He wants to read the letter and get an understanding of why the post/job is of interest to them. He is interested in 3 things: (1) the reason for their application (2) why they really want the post/job (3) what they will bring with them e.g. their principles and values.

E17 – The agency asks (on behalf of head teachers) a set of competency questions e.g. what are your motivations? Why did you choose the subject that you teach? What experience do you have of working with children? How do you deal with challenges? Competencies that show resilience, leadership and planning are of more interest to head teachers. Applicants should show clear and detailed work experience (complete with dates) and have explanations for any gaps in their employment history (because of safeguarding issues). A generic CV is not good practice. The CV should be focused on the specific job role (again because of safeguarding issues). Rather than a list of achievements



applicants should say why these achievements are significant. For example, a rugby team captain explained that through being the captain he had learned delegation and organisational skills and he was able to demonstrate these skills. If an applicant has the Duke of Edinburgh Gold head teachers do not just view the medal but the fact that the applicant has completed community work, has been proactive, completed a physically demanding activity, has organised themselves and their time, shown tenacity, resilience and get up and go. These are the things that applicants should be stressing. Head teachers are more interested in the actual person (well rounded individual) and are not so concerned with what the ECA are but how applicants can demonstrate the transferable skills/competencies gained from the ECA. They like voluntary work experience and people who have been peer mentors but applicants then have to be able to articulate what the transferable skills are and why they are important.

E18 – The manager is responsible for placing teachers in primary schools so his comments relate to primary schools. Head teachers are looking for examples of experience of dealing with young children especially experience of dealing with behavioural difficulties. As a lot of the schools are from an inner city area they want teachers who can demonstrate that they can cope in classrooms where for a lot of pupils English is not their first language. On CVs head teachers want to see examples of citizenship (this is very important) and then examples of participation in after school clubs, one-to-one tuition, activities to do with new media, sports, day trips out (where the applicant has clearly taken responsibility for the trip). Head teachers have said that applicants put an over-emphasis on their study (academic qualifications) and less emphasis on their experiences in the classroom. They want a mix of academic study/classroom experience and, very importantly, what the applicant does outside of the classroom. They want to see evidence of activities performed outside the classroom and evidence of how these activities could be beneficial to the school. In particular, they want to see evidence of voluntary work such as going on trips, offering activities/games to pupils. With regard to items NOT to put on CVs the Manager's advice was omit politics (opinions about the EU), religion (unless applying to a faith school) and personal beliefs. Try and be as 'centre of the road' as possible but demonstrating a varied set of activities that could be offered. Try and demonstrate beliefs that focus on 'modern day teaching'.

E19 – Three things are important to head teachers (1) academic qualifications especially anyone with a 2:1 or above (2) experience gained during teaching placements (3) ECA which show responsibility and that can be related to the national curriculum especially things to do with healthy schools e.g. sports background/camps, involvement in healthy eating initiatives, and also languages for life, IT skills (for school newspapers) and travel experiences (awareness of other cultures). ECA examples should make the candidate look interesting but be relevant to the application. With regard to items NOT to put on CVs the Manager's advice was: nothing political, nothing culturally insensitive (especially when applying to primary schools) nothing religious (unless applying to a faith school and then make sure it supports the school's religious teachings and ethos), do not include photographs of the candidate (especially when taken on a 'night out'), no inappropriate email addresses ('cannabislover'), no childish fonts (because you are applying to a primary school), no colourful fonts (bright pink). CVs should be smart and professional.

E20 – Head teachers are mainly interested in work experience/placements that are relevant to the post being advertised. Experience needs



to fit in with the school e.g. in a multicultural school can the candidate offer English as an additional language. ECA must be relevant to the school e.g. anything musical, languages, what extra knowledge can they bring into the classroom. On CVs head teachers like to see something personal to make the candidate seem like 'an individual'. On the CV list your qualifications and work placements/experiences first (in case the head teacher does not read the whole CV). Then include your ECA. On personal statements/letters of application make sure the first statement(s) is bold, stands out and indicates how you are 'an individual'. One head teacher recently complained that he received about 30 applications all from graduates from the same university – the personal statements were identical. The CV must be individualised and match up to the job being advertised. Do not include a photograph on the CV as people make judgements. The manager said CV training is required because most graduates' CVs were poor.

E21 – Head teachers want the applicant who is the best option for the school and they are interested in the areas outside the classroom that applicants participate in. Examples of leadership skills and management skills are always important. Need to show the 'added extra' e.g. if they have worked with children on a summer camp, have additional languages, sports or musical skills. Head teachers do not want to have to read reams and reams – clearly point out the transferable skills you have. Therefore, paid work in Tesco is not relevant but the transferable skills are. Make the CV as tailored to the post as possible and if the post wants 'specifics' then make sure these specifics are addressed in your CV. The CV should be detailed, clear to read and relevant – showing all experience that could be brought to the post.



III. Website Analysis

Institution	Activities Contributing to ECA	Activities Contributing to Employability	Graduate Attributes	Linkages between ECA and Employability
Further Education College 1	Healthy Eating Campaigns, Fund Raising for Charities and Health Awareness Campaigns. Overseas trips. Writing for SU magazine. Societies and clubs.	‘the chance to volunteer as a peer mentor’ International students coming to the UK and studying at the college will gain new experiences, have intensive exposure to an international language and gain a deep understanding of another country and its culture. Enhancing employability is mentioned on the webpage for HE students/courses.	Mentions ‘citizenship’. ‘We are committed to the social, cultural and academic development of all our students.’ ‘Develop your self-confidence as result of the skills that you will develop.’ ‘Show future employers that you are flexible and adaptable.’	Participation in ECA will: ‘provide you with a range of new transferable skills’. ECA to ‘develop range of skills’. ‘By offering you a range of ‘enrichment’ activities’ the college wants to help prepare ‘yourself mentally, physically and socially for your chosen vocation’.



Further Education College 2	None	Become 'a class representative and be a learner member of the course teams.'	Have a webpage entitled 'Citizenship' 'We encourage our learners to take social and moral responsibility.' 'We would like our learners to consider community involvement.' 'We would like our learners to become interested in political issues.'	None
Further Education college 3	Writing for SU newspaper. Societies and clubs. Participate in Students' Union activities, events and campaigns.	Take a leadership role within the Students' Union or become a class representative. Enhancing employability is mentioned on the webpage for HE students/courses.	HE qualifications will provide 'you with the range of industrial skills, knowledge and experience which will heighten your opportunities to gain employment.'	None



<p>Further Education College 4</p>	<p>Generic description of 'the extra curricular activities, events and opportunities that our students have access to.'</p>	<p>For HE students: 'undertake voluntary work, get involved with the Students' Union and/or HE student newsletter.'</p> <p>The Employer Showcase, where employers view and discuss projects with students and provide invaluable feedback from a professional perspective and where some students receive employment offers.</p> <p>HE Activity Week which includes an employability event and graduate employability workshops.</p> <p>Arts Show where interactive media and fashion students promote their skills to potential employers.</p>	<p>For HE students: 'develop key employability skills such as team-working, problem-solving, communication, research, decision-making, evaluating options, independent learning and self-management.'</p>	<p>All links between ECA and employability relate to HE students. There is a webpage for HE students entitled 'Employability' covering aspects such as developing employability skills, career planning and employment, and support for the development of employability within courses.</p>
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Local Education Authority www.durham.gov.uk www.glasgow.gov.uk www.belfastcity.gov.uk www.nottinghamshire.gov.uk	Activities relate to primary and secondary education.	None	None	None
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<p>University 1</p>	<p>Societies and clubs. Volunteering: Festival Republic working at festivals in Hove and Leeds. Volunteering abroad in schools and communities. The Carnegie Sport Volunteer Programme.</p>	<p>Volunteering locally: working with older people, children and environmental initiatives. Volunteering abroad in Thailand, South Africa, Brazil, Peru, Romania and Greece.</p>	<p>Volunteering abroad 'will give you a global perspective'. Sports volunteering will 'develop your personal and professional skills'.</p>	<p>'With so many graduates looking for jobs, the experience gained from being involved in a student society and other extra-curricular activities is invaluable.' 'There are a wide range of opportunities to develop your skills through the Students' Union, and getting involved can boost your CV.' Volunteer in the local community 'and enhance your CV at the same time'. Extra-curricular volunteering: 'gain transferable skills, and develop a CV that stands out'. Sports volunteering 'to develop your personal and professional skills'.</p>
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University 2	None	Leeds for Life: an interactive page for students to complete and copied to personal tutors. This section gives advice on: 'what skills you are getting through your course, what employers are looking for, how to describe your skills and attributes more effectively, opportunities outside your course, and how to develop and add to your skills'.	None	None
TES www.tes.co.uk	None	None	None	Under TES 'Magazine' and 'Forums' there are past articles/ comments about ECA/ employability
The Training and Development Agency for Schools (TDA) www.tda.gov.uk	The TDA in its training programme offer Unit STL53 : Lead an extra-curricular activity.	Webpage includes an interactive interview: 'Who you are and what you have to offer as a person make a big difference to the kind of teacher you are. Schools will be looking for teachers who can add	None	Inclusion of the interactive interview shows the link between ECA and employability.



		something extra.'		
Quality Assurance Agency for Higher Education (QAA) www.qaa.ac.uk	None	None	None	None
The Department for Education www.education.gov.uk	None	None	None	Past articles on ECA or employability are available.
Association of Graduate Careers Advisory Services (AGCAS) www.agcas.org.uk	None	None	None	Past articles on ECA or employability are available.
Prospects - The Official Graduate Careers Website www.prospects.ac.uk	Webpages on extra-curricular activities: gap year opportunities, working abroad and ethical volunteering.	Sections on employability including webpages on gap year opportunities, working abroad and ethical volunteering.	None	Link between volunteering and employability: 'As well as doing something to benefit society, you could be improving your employment prospects' and for ethical volunteering 'Boost your CV and help worthy causes'.



IV. Demographics

DEMOGRAPHICS – STUDENT INTERVIEWS

Student number	Gender	Age	Institution	Course Title	Duration (years)	Study Yr	Parental HE	Caring Resp	Religion	Ethnicity
01	M	23	Leeds	BA Hons PE QTS	3	3	Neither	No	Christian	White British
02	M	20	Leeds	BA Hons PE QTS	3	3	Neither	No	No religion	White British
03	M	27	Glasgow	Access to HE (Humanities)	1	1	Father	No	No religion	White British
04	F	25	Leeds	BA Hons Childhood Studies	3	3	Neither	Yes	Muslim	African
05	F	44	Belfast	Preparing to Teach in the Lifelong Sector	1	1	Neither	Yes	Christian	White Irish
06	M	19	Leeds	BA Hons PE QTS	3	2	Both	No	No religion	White British
07	M	19	Leeds	BA Hons PE QTS	3	2	Neither	No	Christian	White British
08	M	24	Leeds	BA Hons PE QTS	3	2	Neither	No	Christian	White British
09	F	19	Leeds	BA Hons PE QTS	3	2	Neither	No	Christian	White British
10	F	19	Leeds	BA Hons PE QTS	3	2	Neither	No	No religion	White British
11	M	26	Leeds	PGCE Primary Education	1	1	Neither	No	Muslim	Pakistani
12	F	26	Leeds	PGCE Primary Education	1	1	Neither	No	No religion	White British
13	F	24	Leeds	PGCE Primary Education	1	1	Mother	No	No religion	White British
14	M	26	Leeds	PGCE Primary Education	1	1	Father	No	Christian	White British
15	M	33	Leeds Uni	Teacher Education	1	1	Neither	Yes	Muslim	Asian Other



16	F	26	Leeds	PGCE Early Childhood Education	1	1	Mother	No	No religion	White British
17	F	20	Leeds	Primary Education with QTS	4	3	Mother	No	Christian	White British
18	F	20	Leeds	Primary Education with QTS	4	3	Neither	No	No religion	White British
19	M	22	Leeds	Physical Education MA	1	1	Neither	No	No religion	White British
20	F	19	Leeds	BA Hons Childhood Studies	3	2	Neither	No	Christian	White British



DEMOGRAPHICS - FOCUS GROUPS												
Student number	Focus group number	Gender	Age	Institution	Course Title	Duration (years)	Study Yr	Parental HE	Caring Resp	Religion	Ethnicity	
1	1	F	22	Leeds	BA Hons Primary Ed. (inc QTS)	4	3	Neither	No	Christian	White British	
2	1	F	20	Leeds	BA Hons Primary Ed. (inc QTS)	4	3	Mother	No	Christian	White British	
3	1	F	20	Leeds	BA Hons Primary Ed. (inc QTS)	4	3	Father	No	Christian	White British	
4	1	F	21	Leeds	BA Hons Primary Ed. (inc QTS)	4	3	Neither	No	Christian	White British	
5	1	F	20	Leeds	BA Hons Primary Ed. (inc QTS)	4	3	Neither	No	Christian	White British	
6	1	F	21	Leeds	BA Hons Primary Ed. (inc QTS)	4	3	Neither	No	No religion	White British	
7	2	F	45	Durham	FD Supported Learning in Educ	2	1	Neither	Yes	No religion	White British	
8	2	F	22	Durham	FD Supported Learning in Educ	2	1	Mother	Yes	No religion	White British	
9	2	F	41	Durham	FD Supported Learning in Educ	2	2	Neither	Yes	Christian	White British	
10	2	F	46	Durham	FD Supported Learning in Educ	2	2	Neither	Yes	Christian	White British	
11	3	F	35	Glasgow	Access to HE (Humanities)	1	1	Mother	Yes	Christian	White British	
12	3	M	26	Glasgow	Access to HE (Humanities)	1	1	Neither	No	Christian	White British	
13	3	M	22	Glasgow	Access to HE (Humanities)	1	1	Neither	No	No religion	White British	
14	3	F	38	Glasgow	Access to HE (Humanities)	1	1	Neither	Yes	Christian	White British	
15	3	F	42	Glasgow	Access to HE (Humanities)	1	1	Neither	Yes	No religion	White British	



16	3	M	25	Glasgow	Access to HE (Humanities)	1	1	Father	No	Christian	White British
17	3	F	44	Glasgow	Access to HE (Humanities)	1	1	Neither	Yes	Christian	White British
18	3	M	50	Glasgow	Access to HE (Humanities)	1	1	Neither	No	No religion	White British
19	4	M	21	Leeds	Secondary Physical Education QTS	3	2	Neither	No	Christian	White British
20	4	M	19	Leeds	Secondary Physical Education QTS	3	2	Both	No	Christian	White British
21	4	M	29	Leeds	Secondary Physical Education QTS	3	2	Neither	No	Christian	White British
22	4	M	23	Leeds	Secondary Physical Education QTS	3	2	Father	No	Christian	White British
23	4	M	23	Leeds	Secondary Physical Education QTS	3	2	Both	No	No religion	White British
24	5	F	30	Leeds	MSC Leadership & Management	3	1	Both	No	No religion	White British
25	5	F	38	Leeds	MSC Leadership & Management	3	1	Father	Yes	No religion	White British
26	5	F	33	Leeds	MSC Leadership & Management	3	2	Neither	No	No religion	White British
27	6	F	39	Leeds	PGCE Primary Education	1	1	Both	Yes	Christian	White British
28	6	M	31	Leeds	PGCE Primary Education	1	1	Father	No	No religion	White British
29	6	M	27	Leeds	PGCE Primary Education	1	1	Both	No	No religion	White British
30	7	M	25	Leeds	PGCE Primary Education	1	1	Neither	No	No religion	White British
31	7	F	21	Leeds	PGCE Primary Education	1	1	Both	No	Christian	White British
32	7	M	44	Leeds	PGCE Primary Education	1	1	Neither	No	No religion	White British
33	7	F	23	Leeds	PGCE Primary Education	1	1	Mother	No	Christian	White British
34	8	F	47	Leeds	MA Early Years	1	1	Neither	Yes	Christian	Caribbean
35	8	F	24	Leeds	MA Childhood Studies	2	2	Neither	No	Christian	White British
36	8	F	23	Leeds	MA Childhood Studies	1	1	Both	No	Christian	White Other
37	8	F	22	Leeds	MA Childhood Studies	1	1	Neither	No	No religion	Caribbean
38	8	F	21	Leeds	MA Early Years	1	1	Neither	No	No religion	White British



39	8	F	21	Leeds	MA Early Years	1	1	Both	No	No religion	White British
40	9	F	45	Mansfield	GDLLS	2	2	Father	Yes	Christian	White British
41	9	F	42	Mansfield	DTLLS	2	2	Neither	No	Christian	White British
42	9	M	63	Mansfield	DTLLS	2	2	Neither	No	Christian	White British
43	9	F	55	Mansfield	DTLLS	2	2	Neither	No	No religion	White British
44	10	M	28	Leeds	MA Physical Education	1	1	Both	No	Christian	White British
45	10	F	21	Leeds	MA Physical Education	2	1	Mother	No	Christian	White British
46	10	F	21	Leeds	MA Physical Education	1	1	Neither	No	Christian	White Other
47	10	F	21	Leeds	MA Physical Education	1	1	Both	No	Christian	White Other
48	10	M	26	Leeds	MA Physical Education	1	1	Neither	No	Christian	White British
49	10	M	27	Leeds	MA Physical Education	1	1	Neither	No	Christian	White British
50	11	M	57	Leeds	PGCHE	1	1	Neither	No	Christian	White British
51	11	M	41	Leeds	PGCHE	1	1	Neither	No	Christian	White British
52	11	M	27	Leeds	PGCHE	1	1	Mother	No	Christian	White British



DEMOGRAPHICS - STAFF

	Gender	Age	Institution	Course Title	Religion	Ethnicity
001	F	41	Leeds	BA Secondary PE leading to QTS	Christian	White British
002a	F	60	Durham	Foundation Degree - Supported Learning in Education	Christian	White British
002b	M	37	Durham	Foundation Degree - Supported Learning in Education	Christian	White British
003	M	53	Glasgow	Access to Higher Education (Humanities)	No religion	White British
004	F	56	Belfast	Preparing to Teach in the Lifelong Sector	Christian	White British
005	M	45	Leeds	BA Secondary PE leading to QTS	Christian	White British
006	F	59	Leeds	Early Years PGCE	Christian	White British
007	F	56	Leeds	BA Hons Childhood Studies	No religion	White European
008	F	55	Leeds	BA Hons Childhood Studies	Buddhist	White British
009	M	53	Leeds	MSc Leadership & Management	Christian	White British
010	M	59	Mansfield	Professional Graduate Diploma/Diploma in Teaching in the Lifelong Learning Sector (GDTLLS/DTLLS)	No religion	White British
011	M	56	Leeds	Postgraduate Certificate in Higher Education	No religion	White British
012	F	59	Leeds	BA Hons Childhood Studies	No religion	White British

