EXPERIENCES OF REAL-WORLD LEARNING IN HIGHER EDUCATION:

LESSONS FOR 'EMPLOYABILITY' AND THE PURSUIT OF 'TEACHING EXCELLENCE' IN SPORT CURRICULA

by

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A thesis submitted to
The University of Birmingham
in part fulfilment for the degree of
DOCTOR OF EDUCATION (EdD)

School of Education

The University of Birmingham

May 2022

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ABSTRACT

This thesis is concerned with the process of employability enhancement, specifically the growing trend in collaboration between universities and industry partners in real-world learning provision relevant to employment in the sport sector. UCAS has identified a rise in provision for sports related study in UK HE since 1990 owing to sport's increasing popularity as a career sector. Indeed, by 2018, the UK represented 25.2% of the European sport labour market. Meanwhile, a performative culture which has tied the concept of 'teaching excellence' to 'employability' has become a key driver for UK HEIs. However, sport has been classified as a 'niche graduate occupation' and this has implications for HE in relation to its role in facilitating the enhancement of employability and preparing undergraduate students for careers in the sport sector. Consequently, HEIs have been encouraged to rethink their approaches to embedding employability in the curriculum by collaborating with sports industry partners in the provision of real-world learning opportunities. Indeed, political discourse has positioned a culture of partnership at the forefront of HE practice, reinforcing the importance of a positive experience of collaboration for all. The review of literature noted a prevalence of studies which sought to identify and disseminate good practice in the development of real-world learning through collaboration. However, research into how collaborative practices cultivate learners capable of transferring knowledge to real-world scenarios is in its infancy. Specifically, the lack of investigation into what employability means to subjects in the context of their experiences of real-world learning has been noted. Focusing on a model of collaboration involving one post-1992 UK university and one industry partner in the sport development sector as an illustrative case for this thesis, this study aimed to understand the meaning of 'employability' in the context of real-world learning and explore how the experience of real-world learning influences perspectives on 'employability'. Taking an interpretative approach and drawing inspiration from the work of Heidegger, Dewey and Derrida, multiple lived truths were explored from the perspective of 117 students, two academic tutors and four industry practitioners involved in the programme. In a crystallised approach to analysis, deconstructive pragmatism was adopted alongside Activity Theory as a lens through which to witness the deconstruction of 'employability' in the context of real-world learning in HE. Findings highlighted a series of critical incidents in the stakeholder experience of real-world learning. It is argued that stakeholders' behavioural responses to such incidents are intertwined with their perception of the various aspects and functions of the real-world learning programme in which they are engaged and that these perceptions are simultaneously influenced by their beliefs about 'employability' in this context. Consequently, tension between stakeholders' idealised beliefs about 'employability' and the reality of the real-world learning experiences provided through a university-industry collaboration actually presented challenges in the creation of the employability culture that such a programme of real-world learning demands. I therefore offer a framework which provides a systematic way for educationalists to consider how the operations of a real-world learning programme may be manipulated to constrain or reify the occurrence of those critical incidents which will ultimately influence a stakeholder's perception of the real-world learning programme and their beliefs or conceptions of 'employability'.

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PART ONE: RESEARCH CONTEXT

Part One sets out the research context with an introduction to the study (Chapter 1) and a

review of key literature (Chapter 2).

CHAPTER 1: INTRODUCTION

1.1 The Pursuit of 'Teaching Excellence' in Higher Education

Skelton (2007) identified four approaches to the provision of high-quality teaching in Higher Education (HE). The 'traditional approach' was based on mastery of the discipline and could be achieved by providing students with theoretical knowledge. Meanwhile, the 'performative approach' considered that education was amenable to measurement. A focus on student-teacher interactions, termed the 'psychologised approach', would result in the development of lifelong learners. Finally, Skelton's (2007) politically driven 'critical approach' involved a commitment to social justice, which could be achieved by enhancing access to jobs and careers (Stevenson, Burke and Whelan, 2014).

This research was set against a backdrop of policy intervention in the purpose and quality of HE. As the research commenced, broader political priorities had been expressed in the White Paper 'Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice' (DBIS, 2016) which tied the quality of teaching and learning in HE to the concept of employability (Frankham, 2017). The White Paper signalled the adoption by the Office for Students in January 2018 of a 'Teaching Excellence and Student Outcomes Framework' (TEF) to enable comparable judgements regarding teaching and the student experience, with an emphasis on how universities promoted social mobility and graduate employability. Furthermore, in the most recent review of post-18 education led by Philip Augar (Augar, 2018), it was noted that one of the key purposes of HE is to provide a suitably skilled workforce.

The TEF documentation framed the ability of Higher Education Institutions (HEIs) to effectively embed employability into the HE curriculum as a key driver of successful graduate outcomes. Indeed, research does show that graduate employment is important to prospective students (Fagence and Hansom, 2018). However, in a critical review of the TEF, Pearce (2021) acknowledged widespread concern that the assessment of graduate outcomes was too focused on employment and that wider social and cultural benefits of HE were not included in the framework. Employment data does not offer an accurate reflection of an institution's commitment to embedding employability, nor students' experience of employability development (Wilcox, 2021). Consequently, the attainment of quality is seen as an outcome as opposed to a "process of growth, development and flourishing" (Nixon, 2007, p.22).

The TEF is illustrative of an increasing emphasis on the pursuit of excellence "as a means for enhancing the quality of university teaching" (Brusoni *et al.*, 2014, p.19). This has created a competitive culture of measurement (Dixon and Pilkington, 2017) which, as Canning (2019) indicated, places an emphasis on presage. Brady and Bates (2016, p.163) referred to the dangers of a focus on the effectiveness of teaching and learning as a set of predetermined outcomes, leading to a "pedagogy of confinement" in which the learning process is neglected. Indeed, a discourse of performativity fails to understand student needs in different contexts (Behari-Leak and McKenna, 2017; Saunders and Blanco Ramirez, 2017). If policymakers are to counter resistance to neoliberal notions of HE being synonymous with employability (Ingleby, 2015), then understandings of 'employability' need to be reconceptualised as "preparation for life rather than a specific job" (Speight, Lackovic and Cooker, 2013, p.121), reflecting the transcendence of life-wide theories into the discourse of employability.

1.2 Employability for a Career in the Sport Sector

The European Labour Force Survey (EOSE, 2019) demonstrated that by 2018, the United Kingdom (UK) represented 25.2% of the European sport related labour market. Although UCAS (2020) has identified an increase in course provision for sports related study in UK HE since 1990, EOSE's (2019) analysis of the educational background of sport employees across the European Union (EU) revealed that only 38% had completed tertiary education. The data reflected what Minten (2010) has described as a lack of infiltration of graduates into the sport sector, attributed to Purcell, Elias and Wilton's (2004, p.6) classification of sport as a "niche graduate occupation".

EOSE (2019) highlighted the challenges presented by the evolving nature of the sector and its implications for the skills required by sport employees. The evidence supports the suggestion that the notion of 'employability' is determined by the nature of careers and, the structures and interactions in the labour market (Morley, 2001; Brown, Hesketh and Williams, 2003; McQuaid and Lindsey, 2005; Moreau and Leathwood, 2006). McKeown and Lindorff (2011) noted that this has implications for HE in relation to its role in facilitating the development of employability. Tsitskari *et al.* (2017) noted that organisations in the sport sector require multiple and varied roles of employees which demand several personal and interpersonal competences. Consequently, the expectation that HE programmes should "intellectually stimulate learning whilst also fostering student employability development" (Dinning, 2017, p.2) has become increasingly apparent. As such, Minten and Forsyth's (2014) proposition that HE should equip sport graduates with a range of generic competences relevant to a diversity of employment opportunities, as well as supporting students to clarify their career aspirations through work-related experience relevant to the sport sector seems particularly relevant.

The development of work-related knowledge, skills and attributes can be achieved through a variety of approaches at institutional, course and module level (Sleap and Reed, 2006). In recent years, HEIs have been encouraged to rethink their approaches to embedding employability in the undergraduate curriculum (Doyle, 2004), by collaborating with sport organisations in the provision of Real-World Learning (RWL) opportunities. Indeed, EOSE (2019) reported that 79.8% of sport organisations thought that universities should work more closely with the sector.

1.3 University-Industry Collaboration in the Enhancement of Employability for Sport

It is widely recognised that employability cannot be taught in the classroom (Mason, Williams and Cranmer, 2009) and that career development activities should be led by academics yet provide access to industry, professional or vocational input (Rae, 2007). Alongside this evolution in learning spaces and contexts, we have witnessed a "vocationalism of HE" (Foskett, 2005, p.253) whereby employer needs have become central to curriculum development (Saunders and Machell, 2000).

Hardman (2005) explained the need for teaching to move away from traditional methods and towards approaches which foster the transformation of knowledge acquisition to knowledge application through authentic learning experiences. The concept of RWL aligns with what Fumasoli, Stensaker and Vukasovic (2017) and Kettle (2013) identified as 'flexible pedagogy' which typically involves a traditional pattern of HE study with a requirement that learners participate in supervised work practice aligned to an element of the curriculum. This is achieved through work-related activities which provide a practical forum for knowledge application and the development of competences. Connor and Hirsh (2008) concluded that employers can have

little real influence on the development of curricula unless they engage with HE providers beyond a simple customer-supplier model. Moreover, the support that industry can offer to understanding the competences valuable for employment has been acknowledged (Kettle, 2013).

Consequently, policy discourses of university-industry collaboration have placed increasing pressure on universities to consider new approaches in real-world curriculum development (Doyle, 2004; Bolden *et al.*, 2009). The term 'university-industry collaboration' refers to any type of co-operation between universities and businesses, industry, employers, or their representatives, to jointly develop or improve goods or services. In 2009, 'Higher ambitions: the future of universities in a knowledge economy' (DBIS, 2009) identified the importance of collaboration in ensuring that university supply meets employer demand, thereby enhancing students' employability. Later, drawing on evidence presented by Connor and Hirsh (2008), 'HE: Students at the Heart of the System' (DBIS, 2011, p.39) acknowledged that "graduates are more likely to be equipped with the skills that employers want if there is genuine collaboration between institutions and employers in the design and delivery of courses". It was also noted that collaboration may take many forms and operate in a range of contexts. The 'Wilson Review: Review of University-Business Collaboration' (DBIS, 2012) firmly positioned a culture of co-operation at the forefront of HE policy and practice and reinforced the importance of ensuring a positive experience of collaboration for all.

1.4 Expansion of the Learning Community: Stakeholder Engagement in Higher Education

The terms 'collaboration' and 'partnership' are often used interchangeably where relationships between education providers and employers are concerned, but the levels of commitment and interaction determine the nature and quality of a relationship (Smith and Betts, 2000) as well as the degree to which the relationship supports knowledge transfer. In some cases, the competences that education programmes instil, their underlying purposes and values, and the educational content is negotiated with the external community of employers and industry-based practitioners. Here, the university and the workplace are two self-reinforcing learning sites whereby effective integration of the two is necessary for learning to be maximised (Smith *et al.*, 2005). Consequently, all parties may share a stake and become immersed as collaborative partners in the learning process (Fleming, 2014).

A stakeholder can be defined as "any group or individual who can affect or is affected by the achievement of the organisation's objectives" (Freeman *et al.*, 2010, p.25). In the context of university-industry collaboration in RWL, this comprises individuals or organisations whom participate or impact the collaborative experience. From this perspective, there is no longer a single 'student' learner in the traditional sense, as all are actors and as thus, are considered part of one learning organisation (Orrell, 2004).

A common endeavour in all such relationships is 'employer engagement'. Types of employer engagement may vary. For example, "discussions about skills, qualification and training requirements; employers' involvement in curriculum working groups, designing courses; employers offering students work-based learning opportunities, projects, placements, work

experience; provider/employer/learner negotiated programmes to support continuing professional and workforce development" (Williams and Scesa, 2008, p.2).

Research which has explored employer engagement in curriculum planning has highlighted the role that employers can play in identifying competences required in a particular industry (Ferrin, Landeros and Reck, 2001). For example, Cox and King (2006) adopted a 'skills set approach' to curriculum design which was based on interviews with employers in the computer and information industry. Schneider and Pickett (2006) investigated how employers and HEIs worked together to address relevance of content and professional standards in an engineering programme. However, by focusing on how the key stakeholders interacted, findings indicated that language and professional cultural differences needed to be addressed for a shared understanding of both engineering and education.

Meanwhile, studies of employer engagement in course delivery have focused on how collaboration can be achieved through learning that provides students with the opportunity to solve real-world problems. Interestingly, literature has revealed that employability receives mixed acknowledgement as a curriculum objective amongst UK academics (Yorke, 2010) and in some cases a disapproval of employer involvement in curriculum development (Jameson *et al.*, 2012). For example, Thomas and Grimes (2003) evaluated the design and implementation of a graduate apprenticeship programme in hospitality management. They concluded that to achieve the goals of students, industry and education, the relationship needed to be reciprocal. The findings were echoed in Sin and Amaral's (2017) examination of how Portuguese academics and employers perceived the responsibility of different HE stakeholders for

developing graduate employability. Findings revealed that although academics and employers attributed high responsibility for developing employability to HE, low participation of employers in institutional activities suggested a lack of commitment to implementing strategies for employability development in practice. With analysis based on quantitative data collected via surveys, the reasons for the contradiction are unknown and require qualitative investigation.

As Bolden *et al.* (2009) noted, the effectiveness of a collaboration is influenced by all stakeholders, whether they be students, tutors or industry-based practitioners as individuals or collective groups. The range of stakeholder expectations and motivations for participating in an educational programme based on a university-employer collaboration or partnership can create an 'expectation gap' (Patrick *et al.*, 2008; Smith *et al.*, 2005). Fleming (2014) noted that research was needed to determine the alignment of perspectives on the aims and practices in collaborative partnerships before any meaningful experience can be realised. It follows that successful partnerships require a stakeholder integrated approach (Harvey *et al.*, 1997) in which a common understanding of the meaning, expectations, outcomes, associated responsibilities and levels of commitment required by all participants has been achieved (Patrick *et al.*, 2008).

With a multitude of stakeholder perspectives, employer engagement is not straightforward. Drawing on the idea that RWL is "an idea in search of a practice, a pedagogy that is undergoing development as it accommodates itself to the exigencies of the workplace and the university" (Boud and Symes, 2002, p.23), Edmond, Hillier and Price (2007) explored the competing needs of stakeholders in a university-employer collaboration. Tensions emerged between professional and educational aspirations and stakeholders' interests and, between the academic values of HE

and the professional relevance of the curriculum. For example, Reeve and Gallacher (2005) cited cultural differences, incompatibility in understandings of knowledge transfer and unfavourable institutional settings. Indeed, "apparent consensus over terminology used to express such 'soft skills' as critical reflection, analysis, problem solving, management, social skills, may hide differences in interpretation of these aims by the different stakeholders" (Edmond, Hillier and Price, 2007, p.175). Furthermore, Hillier and Rawnsley (2006) suggested that employers may resist engagement due to a conflict with their core business aims. As such, Drake, Blake and Swallow (2009) noted that one of the most important features of collaborative working was the need to be responsive to employer needs to gain their commitment. Foskett (2005) concluded, a successful collaboration is based on complementary aims, compatible missions, good personal relationships, clear responsibilities and mutual trust, together with the effective communication and persistence in managing the partnership.

1.5 Research Questions and Contribution to Knowledge

Bernstein (1975, p.85) argued that the curriculum recontextualises knowledge for the purposes of learning and "defines what counts as valid knowledge". Therefore, where curriculum development involves multiple participants, as is the case in this research context of university-industry collaboration, it is important to note the influence of different actors in shaping the meaning and purpose of the knowledge produced through collaboration. This supports the view that learning, as a social process, is influenced by community and cultural factors (Bagarukayo *et al.*, 2016) and frames the RWL programme under investigation as a complex, dynamic environment where socially constructed, collective knowledge is the predominant source of learning, creativity and innovation.

The context for the research was a 'direct' model of collaboration (Bolden *et al.*, 2009) involving one post-1992 university based in the South of England and one local industry partner operating in the sport development sector. The resulting programme of RWL was aligned to a subject-specific strand of modules in football development, which were offered at the Framework for Higher Education Qualifications (FHEQ) Level 4 (L4), Level 5 (L5) and Level 6 (L6) of one undergraduate degree course. Through the RWL programme, academic tutors and industry practitioners jointly supported students in applying subject-specific knowledge and skills to the real-world, via a combination of case studies, live briefs and extra-curricular activities, with the aim of enhancing employability for a career in the sport industry. It is worth noting that according to the UK Standard Occupational Classification system, sport and fitness occupations are included in the 'highly skilled' classification of 'associate professional occupations'. However, data from the latest 'Graduate Outcomes' survey relating to the employment destinations of 2018-19 graduates (N=33) showed that just 48% had entered high skilled employment, whilst 28% and 24% found themselves in medium and low skilled occupations respectively.

Drawing on the theories of John Dewey, Martin Heidegger and Jacques Derrida and, taking the programme as an illustrative example of RWL in UK HE, the purpose of the study was two-fold. Firstly, the study aimed to understand the meaning of 'employability' in the context of RWL. Secondly, the study aimed to explore the how the culture of real-world learning influences perspectives on the meaning of 'employability'. Three Research Questions (RQs) were addressed:

RQ1   How do stakeholders conceptualise and orientate to employability?

RQ2   How is RWL experienced by different stakeholders?

RQ3   How are stakeholders' conceptualisations of employability and experiences of RWL related to the creation and maintenance of an employability culture?

The study has not sought to determine what successful collaboration in the development of RWL entails, as every context is different. Instead, the intention was to illuminate the relationship between cultures of collaborative partnerships in the development of RWL and the perspectives of stakeholders.

Findings build on existing literature in the arenas of RWL, knowledge transformation and employability in HE by considering the influence of factors in the contemporary context, such as wider accountability and reputation pressures, brought about the pursuit of 'teaching excellence'. Furthermore, the study highlights the social and cultural practices which support the acquisition, application and transfer of work-related knowledge in any given programme of RWL, thus offering an insight into how perspectives on employability are formed in context. This permits the identification of tensions which lead to mismatches in perspectives and enables actors to seek solutions for the development of a culture of employability through collaboration.

1.6 Structure of the Thesis

The thesis is divided into three parts. Part One sets out the Research Context. Following this Introduction to the study (Chapter 1), which has covered the background to the research topic and aims, is the Review of Literature (Chapter 2) which underpins the research. Part Two

presents the Research Methodology which discusses the Theoretical Framework (Chapter 3) followed by an explanation and justification of the Research Design (Chapter 4). Part Three details the Research Findings. Following a short overview, findings from three phases of data collection and analysis are presented and discussed (Chapters 5, 6 and 7). Chapter 8 offers a Conclusion with recommendations for future research and practice.

CHAPTER 2: REVIEW OF LITERATURE

2.1 Conceptualising Employability as an Outcome of Higher Education

Employability is an evolving concept which is widely recognised but difficult to define (Fallows and Steven, 2000). In the early 20th Century, a simplistic distinction was made between the 'employable' and 'unemployable' as a means for establishing those individuals who would be eligible for welfare benefits (Gazier, 1998). With this, two competing yet interrelated positions on employability emerged in the employability discourse; one of 'employ' and one of 'ability'. Indeed, Brown, Hesketh and Williams (2003) noted an absolute dimension focused on the issues of whether individuals possess the appropriate skills and knowledge for the job in question, whilst a relative dimension acknowledged the influence of supply and demand in determining whether there are enough jobs available to be filled by those who possess the appropriate knowledge and skills.

More recent employability research has attempted to uncover the meaning of employability by examining its purpose in an industry context. Indeed, since the latter part of the 20th Century, conceptions of employability have centred on individual performance in the evolving labour market. Taking an objectivist view of knowledge, numerous attempts were made to identify observable attributes which match employers', somewhat consistent, needs. For example, Hillage and Pollard (1998, p.1) suggested that "employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required". However, Harvey (2001) and Minten (2007) criticised the assumption that employment attributes and employer needs are objectively observable.

The concept of employability therefore saw a discursive shift away from objective measures associated with gaining fulfilling work to subjective definitions. Indeed, in an increasingly competitive global labour market national governments could no longer guarantee employment, but they could work on providing opportunities for all to enhance their employability (Brown, Hesketh and Williams, 2003) by equipping employees with the ability to be flexible, receptive to change and committed to lifelong learning (Lindell and Stenström, 2005).

The discursive reframing of employability as a subjective phenomenon paved the way for government intervention and a demand for evidence which would support policymakers in "defining the content of employability, developing the employability agenda, identifying employability skills and attempting to measure university performance by measuring employability" (Boden and Nedeva, 2010, p.44). Policymakers have tended to associate the term employability quite narrowly with the notion of individual skills and attributes. Meanwhile, from the employers' point of view, employability was understood as the propensity of the graduate to exhibit attributes that employers anticipate will be necessary for the future effective functioning of their organisation (Harvey *et al*., 1997). A criticism of this is the assumption that employers must have an idea of the attributes that are necessary for the effective functioning of their organisation now and in the future, which Harvey (2001) argues is unrealistic. On the other hand, HEIs recognise that employment and employability are not the same thing. Being employed means having a job, being employable means having the qualities needed to maintain employment and progress in the workplace. Employability from the perspective of HEIs is about producing graduates who are capable and able. Despite extensive development of academic curricula and employability enhancement initiatives, Rae (2007) suggested that employability remains a complex area which lacks obvious practical solutions.

Tieu *et al.* (2010) identified that most of the research into establishing practical employability recommendations has focused on quantitative indicators. Nevertheless, several authors have identified the need to distinguish between various interrelated factors influencing employability (Harvey, 2001). McQuaid and Lindsay (2005) developed a holistic framework of employability which acknowledged three interrelated components that influence a person's employability. 'Individual factors' relate to skills and attributes; 'Personal circumstances' considers the range of socioeconomic contextual factors related to individuals' social and household circumstances which may affect the ability, willingness or social pressure for someone to take up an employment opportunity; 'External factors' include availability of employment and level of employability support. Rae (2007, p.607) agreed that an individual "is not simply the carrier of a set of skills, knowledge and personal attributes" as a range of personal and wider contextual factors are likely to have significant influence.

2.2 Constructs of Employability in Educational Research

Brown, Hesketh and Williams (2003) identified a lack of theoretically informed studies which offered a robust conceptual or empirical analysis of employability. Indeed, Hillage and Pollard (1998) suggested that employability lacked clarity and precision as an operational concept. Whilst a range of definitions of 'employability' can now be found in literature, the concept continues to be applied in different ways to a range of contexts with an array of meanings (McQuaid and Lindsay, 2005).

In a review of the literature on employability in HE, Artess, Hooley and Mellors-Bourne (2017) examined 187 pieces of research published between 2012 and 2016. Their literature search was

informed by the Framework for Employability developed by the Higher Education Academy (2013) and identified three main aspects of employability research: 1) studies into the policies and ideologies driving a focus on employability; 2) studies which examined the practice of supporting employability development; and 3) studies which explored institutional responses, strategies and pedagogies for employability. The latter two areas were of greatest interest to understanding the various constructs of employability.

In relation to works which have examined the practice of employability development, several studies have aimed to capture stakeholder experiences using survey instruments. For example, Tymon (2013) developed a 4-item 'perspectives on employability questionnaire' to explore the views of over 400 undergraduate students. Researchers have also developed instruments to examine students' relationship with employability related support such as Orji's (2013) 13-item 'employability efficacy questionnaire', Van Dam's (2004) 7-item 'employability orientation questionnaire' and O'Leary's (2017) 8-item 'employability experience survey'. Meanwhile, Tomlinson (2007) took this a stage further to develop an 'ideal-type model of student orientations' to employability.

Others have paid attention to the cultures and structures within which employability development is operationalised. For example, to complement the 'employability efficacy questionnaire', Orji (2013) also administered a 23-item 'employability opportunity questionnaire'. In another study, a 10-item 'perceived employability culture questionnaire' developed by Kroese (2015) was based on a combination of de Vos, de Hauw and van der Heijden's (2011) 'scale for perceived support for competency development' and 'scale for

participation in competency development initiatives'. These existing survey instruments provide a useful basis for understanding conceptualisations of employability and are revisited in the research design (Chapter 4.3).

Meanwhile, an emerging body of work has focused on the development of pedagogic models for employability enhancement. The most widely recognised model in this field is the USEM account of employability developed by Knight and Yorke (2002). The model highlights four inter-related components of employability: Understanding; Skills; Efficacy beliefs; and Metacognition. However, critics have argued that it does not explicitly address the meaning of employability (Dacre-Pool and Sewell, 2007). Indeed, the authors Yorke and Knight acknowledged that the model did not lend itself to a robust analysis of curricula provision and so as part of the Skills Plus Project (Yorke and Knight, 2006), they listed 39 aspects of employability to assist universities in examining their curricula from the point of view of employability.

Through several cycles of action research, Kumar (2007) developed a pedagogy called 'SOAR for Employability'. The four-dimensional model built on the ideas of Knight and Yorke (2002), seeking to acknowledge the influence of non-quantifiable factors such as self-efficacy and reflection by illuminating the relationships between Self, Opportunity, Aspiration and Results (SOAR). Emphasising the theoretical basis of the model, Kumar (2015, p.4) argued that an understanding of the alignment of these four elements "provides a way of scaffolding learner development, investing in the unique and special attributes of each individual, thereby fostering

self-efficacy beliefs, self-regulation and intentionality", thereby leading to student self-development.

The work of Dacre-Pool and Sewell (2007) led to a more complex depiction of employability through their 'CareerEDGE' model. The model highlighted the role of several factors in the pursuit of employability: career development learning, experience, degree subject knowledge, generic skills, emotional intelligence, reflection and evaluation, self-esteem, self-confidence and self-efficacy. The authors asserted that each component was essential and any missing elements would be detrimental to a graduate's employability. The model indicated not only the components of employability but the direction of interaction between them. This, the authors argued, ensured the concept of employability could be easily explained to a range of stakeholders and therefore the model could be effectively implemented as a practical framework for employability enhancement in HE. Dacre-Pool and Sewell (2007) advocated the model as a tool for knowledge transfer, used to demonstrate how the roles of HEIs and industry partners can both contribute to and benefit from employability enhancement practices. However, they identified a need for measurement tools which could assess progress against the identified dimensions of the model.

O'Leary (2012) identified that employability could be enhanced via the development of '3Cs of Content, Capability and Character'. Content referred to the accumulation of subject knowledge, capability was the ability to apply the knowledge and character referred to the personal qualities to work both independently and collectively. Later, he developed an 'Equation of Employability' and 'Employability Strategy Matrix' to measure a graduate's

readiness for employment against the 3Cs, as well as supporting the identification of suitable development and employment opportunities (O'Leary, 2013). The work identified the value of university-employer collaborations in the development of employability, citing a striking improvement in the confidence of students when transferring their knowledge to real-world circumstances. O'Leary (2013) therefore concluded that collaborative work between universities and industry was crucial in understanding and developing the content, capabilities and characteristics necessary for employment.

Other models have looked beyond the realms of the university to examine how employability enhancement efforts might subsequently transfer to the real-world environment of work. Jackson's (2016) proposed model of graduate transfer suggested that a combination of learner, course and workplace characteristics ultimately determine the potential for employability skill transfer to the workplace. Meanwhile, Minten (2010) examined how a range of factors influence the degree to which a student is capable of effectively transitioning into work in the sport industry. She identified key interactions between learner, workplace and institution but also acknowledged the impact of the wider political climate. Over a decade later, the continued influence of the political agenda is clear. For example, I have noted elsewhere (see Wilcox, 2021) the contradictory claims in TEF documentation whereby the values of education beyond high earnings are emphasised by policymakers yet metrics place a strong emphasis on the employment destinations of graduates. I also noted how "Government itself recognised that a range of factors, beyond excellent teaching, will determine the career path that students choose" and "these include economic performance of the UK" (Wilcox, 2021, p.54).

2.3 Pedagogy for Employability

There is a wealth of research into the effectiveness of employability strategies with the intention of providing recommendations for effective curriculum development. This has led to an emphasis on exploration of experiences of those deemed to be the key actors in the provision of a pedagogy for employability.

From the perspective of the education provider, an employability strategy should support students in relating their diverse interests and aspirations to the vast array of career opportunities (Minten and Forsyth, 2014), whilst remaining cognisant of resource pressures (Molseed, Alsup and Voyles, 2003). On the other hand, employers are driven by the desire for an upskilled workforce, pursuing opportunities to not only dictate the skills that graduates require, but generate a better understanding of student needs and interests in order to develop an industry culture which attracts and retains graduates (Minten and Forsyth, 2014). Minten (2010) studied employer perceptions in the development of employability curricula for HE sport courses. The findings echoed those of Ehiyazaryan and Barraclough (2009) which demonstrated the value to students' self-efficacy beliefs of employer involvement in the curriculum. Research has typically focussed on the needs of employers, universities and government (McKeown and Lindorff, 2011), portraying employability as an individual construct and assuming that the student will engage in the process of enhancing their own employability (Moreau and Leathwood, 2006). However, McKeown and Lindorff (2011, p.310) recognised that "it is not simply a case of aligning universities' deliverables with employer expectations. The university graduate is also in this relationship, and graduate experiences and expectations about work and jobseeking are also important". Furthermore, Ehiyazaryan and Barraclough (2009) suggested

that student perceptions of employability pedagogy were the true measure of an institution's success in relation to graduate employability.

There are few studies which explore the relationships between the experiences of all actors involved in employability enhancement projects simultaneously. Indeed, although O'Leary (2013) set out to examine the influence of employer collaboration on graduate employability by focusing on the graduate perspective, he conceded that the impact on other stakeholders such as the HEI and employers was also relevant. This echoes Foskett's (2005) conclusion that, owing to unstated aims which may emerge for each actor through interaction with others and which may not be articulated to other partners, the benefits of collaboration may be perceived differently by those involved.

Piaget's (1963) theory of cognitive development, based on the idea that we learn by understanding and responding to new experiences, explained that as humans' process their environment they construct meaning in qualitatively different ways. Although Piaget's (1963) theory was based on the study of children, it can be applied to adult intellectual development to acknowledge that different people construct their own realities in different ways and with varying outcomes (Linn, 2004). Cates and Jones (1999) used Piaget's (1963) theory to examine the ways in which different stakeholders construct meanings through experiences of employability enhancement strategies. They concluded that cognitive development was accelerated by relevant experience.

2.3.1 Pedagogy for Employability: Learning and Experience

Pedagogies, models and practices which seek to nurture employability through the integration of academic study with work-related knowledge, skills and experience are rooted in Dewerian philosophy (Linn, 2004). According to Dewey (1938), experience is central to learning. The rise in employability strategies which use the workplace to support learners in connecting different types of knowledge, skill and experience (Griffiths and Guile, 2003) arguably stems from assumptions of a direct correlation between experience, education and positive outcomes for the learning process.

However, drawing upon his pragmatic framework which emphasised the processes of participation, collective meaning making and communication, Dewey (1938) warned that the purpose of the educational process must be clear, purposeful and situated in an authentic social context. Earlier, in the publication 'Democracy and Education', he highlighted the importance of the social environment to the educational process, noting that "a being connected with other beings cannot perform his own activities without taking the activities of others into account" (Dewey, 1916, p.16). It follows that people's learning experiences are transformed because of the social activities, such as education, in which they engage. Indeed, Biesta (2010) argued that if meaning making can only be achieved within and because of social practices, then it is through these social practices that meaning must be represented. He made the case, therefore, that any questions of curriculum should be approached in terms of a representation of practices that occur "inside the walls of the school" (Biesta, 2010, p.715).

The integrated nature of learning was developed through the experiential learning movement, which incorporated a range of strategies such as work-based learning, co-operative learning, work integrated learning, internships and work placements (Billett, 2003). One of the most extensively cited models is Kolb's (1984, p.38) cycle of experiential learning which introduced the notion that "knowledge is created through the transformation of experience". By integrating "experience, perception, cognition and behaviour" (Kolb, 1984, p.21), Kolb asserted that an effective learning experience passes through a sequence of four stages: "concrete experience, reflective observation, abstract conceptualisation and active experimentation" (Kolb, 1984, p.40). Indeed, Ehiyazaryan and Barraclough (2009) evidenced how engagement in realistic work-related activity produces reflective learners who can articulate the skills and knowledge they have acquired as well as understand how they are transferable to the work environment. Although widely recognised, Kolb's (1984) cycle was not without its critics, particularly in the field of pedagogy for employability. For example, Eames and Bell (2005) argued that Kolb (1984) had neglected factors in the sociocultural and contextual environment of the workplace and therefore could not generate a complete understanding of learning for employability.

Building on Dewey's (1938) conceptualisation of learning as a social process, Vygotsky (1978) explored the interaction between social, cultural, historical and individual factors. He noted the importance of social interaction in the acquisition of tools for learning, such as language. Acknowledging Bernstein's (1975) assertion that language enables individuals to collaborate in socially complex activities, Vygotsky (1978) noted that language was a critical tool to learning development. Lave and Wenger (1991) developed the theory of situated learning, emphasising the importance of active participation in a 'community of practice' (CoP). This theory reflects the array of pedagogical strategies for employability which embed work-related

experience in the curriculum. For example, Chang, Chen and Li (2008) drew on CoP theory to design a learning activity which promoted active participation by encouraging a shared goal, learning opportunities aligned to students' abilities and critical thinking about each other's contributions. Meanwhile, Chen, Li and Wang (2012) took a CoP approach to simulating a professional role structure and participatory process through a group assignment. Students took responsibility for their tasks and mastered new skills by observing and imitating more experienced members and by collaborating and interacting with those in other roles. Results indicated that this context helped students to develop soft skills and subject knowledge. In Australia, Stanley (2013) conducted an exploratory qualitative case study of the implementation of a RWL programme in accountancy and used Lave and Wenger's (1991) situated learning theory as the basis for explicating and evaluating the programme. Results indicated that the programme, with its emphasis on participation in a CoP, helped graduates to make decisions about future career paths and supported the transition from university to work.

Lave and Wenger (1991) recognised the importance of access to appropriate activities and experiences to become absorbed into the social and cultural structures and systems of the work environment. When provided, learners develop knowledge, skills and competence, becoming increasingly active participants in the work-related environment, until there comes a point where they are active contributors to the transformation of knowledge. In this regard, learning can be considered both a sense making and a meaning making process (Jackson, 2011). An important part of the learning process is observing and engaging with the actions and communications of expert practitioners at work. However, another component of situated learning is the assumed presence of tacit knowledge which experts have developed over a long period of time. While tacit knowledge is an integral part of the culture of the CoP, experts may

find it difficult to define and communicate to a novice (Lunce, 2006). Indeed, Griffiths and Guile (2003) drew upon Cultural Historical Activity Theory to analyse the social and cultural practices which support the production of new knowledge. They highlighted the problems that arise when the curriculum fails to offer opportunities to successfully interact with members of the CoP and the subsequent implications for knowledge transformation.

2.3.2 Pedagogy for Employability: Experience and the Transformation of Knowledge

Knowledge transformation encompasses the exchange, synthesis and application of knowledge across contexts (Ward, House and Hamer, 2009). Through a thematic analysis of 28 models, Ward, House and Hamer (2009) identified five components of the knowledge transformation process: 1) problem identification and communication; 2) knowledge development and selection; 3) analysis of context; 4) knowledge transfer activities or interventions; and 5) knowledge utilisation. They concluded that knowledge transformation is not a linear process but instead is interactive and multidirectional.

Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) is an object-orientated theory of social learning in which the object of knowledge production is seen as both an entity in itself, and the future purpose of an activity. For example, 'employability' is an entity which exists in a raw form but might also be the intended outcome of some form of action by subjects, such as participation in RWL experiences. The object in this sense is the "true carrier of the motive of activity" (Engeström, 2011, p.76) and learning necessitates the transformation of this object into a new form of practice.

However, Billett (2003) suggested that due to the evolving nature of work and the need to apply knowledge to practices in new contexts, the implementation of a pedagogy for employability is highly complex. Therefore, an outcomes-focused conception of employability enhancement could be criticised for acknowledging only superficial learning. For example, Sandberg (2000, p.11) investigated the notion of competence in the work environment. He criticised the traditional rationalistic approaches that viewed competence as an "attribute-based phenomenon". Instead, Sandberg (2000) used an interpretative phenomenographical approach based on the assumption that an individual and the world are inextricably linked through the individual's lived experience of the world, explaining that competence is constituted by the meaning the work takes on for the worker in his or her experience of it. Sandberg (2000) asserted that attributes used in accomplishing work are situational, preceded by and based upon the very conceptions of the work task itself.

It is the wider context, emerging when learning takes place outside the traditional classroom environment, which expands the potential for knowledge transformation as isolated individuals become a collective network of subjects seeking to interpret a common object. The interconnectedness helps to form a collaboration whilst the context provides the experience of the object which in turn drives the motive (Engeström, 2011). Bagarukayo *et al.* (2016) studied the impact of teaching approaches on graduates' ability to apply knowledge in real life situations. The study drew on Activity Theory as a lens to explore how students developed knowledge application skills and concluded that teaching approaches which provide opportunities for learners to apply knowledge in practice to solve problems would effectively support them to reach the ZPD.

Daniels and Warmington (2007) noted that the ways in which subjects are positioned within a common activity has implications for their engagement with the object. A subject's position in relation to the object determines what is known. Holland *et al.* (1998, cited in Daniels and Warmington, 2007) drew on Vygotsky's (1978) work to argue that a subject's identity is constantly evolving across the material and social environment. This is exemplified in a study of university-employer collaborations where Wildridge *et al.* (2004) noted that in the absence of a universal theory of collaboration, different people will attribute different meanings based on their individual experiences. Therefore, research which has attempted to uncover the meaning of 'employability' by examining its purpose from a singular perspective is insufficient.

Griffiths and Guile (2003) suggested that subjects form generalisations to develop a new understanding of the world through the application of 'theoretical knowledge' in unknown circumstances. Similarly, for Eisner (2002) the production and expression of new meaning is guided by the aesthetics of experience. He argued that educators need to create a shared way of life, or culture, which provides a medium for the transformation of knowledge. Thus, it can be said that the subject evolves within a culture of knowledge acquisition, application and transfer.

2.3.3 Pedagogy for Employability: Facilitating the Transformation of Knowledge

In a framework for the integration of flexible learning in HE, Collis and Moonen (2002) stressed the need for a move away from the view that learning in HE is a knowledge acquisition process towards one which is committed to assisting the initiation of students into a professional community. They recommended a contribution-orientated model whereby the interactions and

insights that the learner contributes, through their participation in the learning experience, may serve to change the knowledge base of the community as he or she participates. This correlates with the increasing emphasis on constructivist approaches to employability focused pedagogy where learners may operate in communities of practice. In practice, learners involved in a contribution orientated model may contribute ideas to solve problems as experienced by others, participate in real-world situations and provide records of the outcomes of their actions or, apply theory to new settings in order to advance the understanding of others. The 'others' may include any groups or individuals in or outside of the direct learning context. Collis and Moonen (2002) concluded that the increasing diversity of HE cohorts reflects the need for lifelong learning in the context of social and career mobility and highlights the value of flexible pedagogies.

Flexible learning is based on a philosophy that learners must actively construct their own knowledge and that the role of the educator is one of facilitation (Huq and Gilbert, 2013). Kettle (2013) noted limited literature exploring flexible pedagogies. Furthermore, evidence is focused on the development and implementation of institutional models (Pegg *et al.*, 2012). What is clear, however, is that the concept of flexible learning is unquestionably bound up with subjective notions of learning which is work-related. Indeed, Pegg *et al.* (2012, p.45) highlighted the "remarkable consistency across disciplines and contexts in recommending experiential and action learning strategies." Bradley and Oliver (2001) used a flexible pedagogy as a basis for their work, noting that learning should be applicable to and developed in a working environment. This was combined with a social-constructivist approach and experiential learning model. Together, these elements provided a relevant and personalised context in which the academic or theoretical content could be situated. By enabling learners to combine the acquisition of knowledge with their own work experiences, the programme promoted the

transfer of knowledge to the work-related environment. However, Bradley and Oliver (2001) warned that their pedagogical model should be viewed only as a guiding framework and not an example of good practice, because different stakeholders will hold different interpretations based on their experience and expertise (see Pegg *et al.*, 2012).

Willems (2011) recognised that flexible learning may be conceptualised differently by different stakeholders. Indeed, conceptualisations should acknowledge situational understandings of flexibility which are informed by political, socio-cultural and economic forces (Campbell Gibson and Gibson, 2011). Furthermore, Pegg *et al.* (2012) argued that the pedagogical approaches to employability are directly influenced by the local and institutional context, whilst Kirkpatrick (2011) advised that there may limits to how much flexibility is acceptable to stakeholders in different circumstances.

As Yorke and Knight (2006) noted, approaches may vary according to institutional context and go by a range of terms. For example, Mutch (1998) conducted an evaluation of the value of 'groupwork' strategies for enhancing employability and learning in HE. In line with a contribution-orientated pedagogy, groupwork was found to facilitate cooperative learning. However, it is widely accepted that first-hand experience of the working environment is necessary in supporting students to develop transferable employability skills. Yorke and Knight (2006) used the terms 'work-related learning' and 'work-based learning' to refer to many forms of 'work experience' ranging from arranged experiences or placements which are incorporated in the curriculum, to longer internships or 'sandwich' years which run in parallel to HE study and which may involve paid or unpaid work.

Work experiences have been shown to benefit student learning (Rossin and Hyland, 2003). Nevertheless, Reeve and Gallacher (2005) found the absence of a clear definition to affect survey responses. Citing Raelin (1997), Huq and Gilbert (2013, p.552) noted that by integrating real-life experience, 'work-based learning' "blends theory and action, as theory makes sense only through practice, but practice makes sense only through reflection embedded by theory". Furthermore, Gray (2001) suggested that work-based learning is a mechanism for learning. In contrast, Moreland (2006) rejected the principles of work-based learning due to its failure to offer support for students in learning about their capabilities. Instead, he adopted the USEM model (Knight and Yorke, 2002) to define 'work-related learning' as "involving students learning about themselves and the world of work in order to empower them to enter and succeed in the world of work and their wider lives" (Moreland, 2006, p.4). Central to Moreland's (2006) argument is the integration of authentic work experiences as a basis for reflection and therefore learning.

The terms 'cooperative education' and 'work-integrated learning' are widespread across North America and Australasia. The intention of work-integrated learning is to bridge the gap between the identification of students as learners in HE and students as future professionals. Martin *et al.* (2010) explained that it is the integration and application of learning across academic and professional settings which distinguishes work-integrated learning from 'workplace learning'. The latter is simply a reflection of what a student learns whilst in the workplace. The term RWL is adopted in the present study to encompass all pedagogies relevant to 'experiencing the world of work'. Regardless of the terminology used, the integration of academic learning with real-life workplace settings, positions learning as a situated, participatory and socially mediated activity (Eames and Bell, 2005; Coll *et al.*, 2009).

Case studies are a common methodological approach used in RWL research because of its contextualised nature (Coll and Chapman, 2000) and this observation provides a basis for the research approach outlined in Chapter 4. For example, Ehiyazaryan and Barraclough (2009) researched student experiences of studying in a simulated work environment. Their case study was based on the assumption that teaching should encourage learners to view employability development as an integrated aspect of their degree course. Adopting a survey methodology, results gleaned from questionnaires and focus groups revealed that students learned in interaction with each other. Furthermore, real-world experience correlated with student motivation and behaviours such as reflective thinking and knowledge transfer. Ehiyazaryan and Barraclough (2009) believed it was important to examine the student perspective because the effectiveness of an intervention is determined by the level of student engagement. However, the study failed to appreciate the contextual challenges which may be a factor. Therefore, it would be useful to examine different employer contexts to establish whether all employers perceive the same benefits.

Fallows and Steven (2000) aimed to comment on the initial impact of an initiative to help students engage with employability skills. They claimed that "innovative teaching methodologies which blend skills provision into the academic content is perhaps the most exciting and likely to have greatest long-term impact on teaching and learning" (Fallows and Steven, 2000, p.80). However, the evidence was anecdotal and presented from the one-dimensional perspective of researcher-practitioners.

Fleming and Haigh (2017) recognised the challenges that arise when stakeholders have different understandings and expectations. They therefore aimed to examine the alignment of views held by students, workplace supervisors and academics on the key features of cooperative education in Australia. Their case study, incorporating questionnaires and semi-structured interviews, is of particular interest for two reasons. Firstly, it is one of very few studies which have been conducted in the context of sport and recreation courses in HE. Secondly, it is concerned with exploring meanings in relation to experiences. Correlating with principles of contribution-orientated pedagogy, cooperative education was perceived as an opportunity for students to share their current knowledge whilst improving practice in the organisation. The study recognised the importance of knowledge transfer where sports careers are concerned, correlating with Purcell, Elias and Wilton's (2004, p.6) classification of sport as a "niche graduate occupation" which demands the application of specialist knowledge and skills. Stakeholders held similar views in respect of the purpose of cooperative education in the context of sport. However, findings indicated a lack of consensus regarding its meaning. Improved dialogue between stakeholders was recommended as a solution to seeking greater alignment. However, this does not consider the influence of the underlying causes of tension that were identified, which may differ across contexts and may actually preclude alignment.

Both Reeve and Gallacher (2005) and Huq and Gilbert (2013) posited that work-based learning is poorly understood and under resourced. Huq and Gilbert's (2013) case study drew on surveys, focus groups and semi structured interviews to glean data in respect of the student and industry partner perspective. They identified a variability in experiences of work-based learning as a problem which they subsequently unsuccessfully addressed. This highlights the inherent subjectivity of experiences within the context of RWL as something which should be explored.

Murdoch (2004) examined the role of placements in enhancing employability and concluded that HEIs need to conduct cost-benefit analyses to determine the added value and inform curriculum development decisions. The work described practice current at that time, with conclusions based on anecdotal rather than empirical evidence. However, Murdoch (2004) did note that the effectiveness of cooperative education strategies is dependent on a mutual understanding amongst stakeholders of their role in the system of collective activity.

An interpretative case study conducted by Martin *et al.* (2010) investigated the pedagogical approaches used to facilitate learning through work-integrated activities in sport and recreation courses at two universities in New Zealand. Martin *et al.* (2010) criticised the current knowledge base for its focus on the operational outcomes of RWL strategies for students (Dressler and Keeling, 2004) and HEIs (Weisz and Chapman, 2004) and employer perceptions of such programmes (Braunstein and Loken, 2004). They noted that this came at the expense of research into the transfer of knowledge and experiences from the classroom to the workplace and vice versa. Drawing inspiration from Kolb's (1984) experiential learning cycle, focus group interviews with students, academic practitioners and industry professionals revealed limited attempts to integrate on and off campus learning and therefore missed opportunities to promote reflection-in-action. Findings identified stakeholder interaction as an important learning strategy. This supported the notion of a tripartite partnership whereby students, academic staff and industry-based practitioners must each assume responsibility for their roles and functions in the system in order to benefit from involvement (Fleming and Martin, 2007). What is disappointing, however, is the way in which practical outcomes of the research are targeted solely at tutors responsible for co-ordinating RWL programmes. This provides a point of

departure within the present study whereby the intention was to highlight considerations which are intended to be actioned jointly by all stakeholders.

The potential for 'partnership' between universities and employers has been widely advocated in the field of RWL (Reeve and Gallacher, 2005) and many studies have sought to provide evidence for the integration of classroom and workplace learning. Consequently, there exists a multiplicity of definitions for the concept of collaborative partnership work (Tett, Crowther and O'Hara, 2003).

O'Leary's (2013) examination of the impact of employer collaboration, in the form of consultancy projects, revealed positive outcomes for students in terms of employability. Meanwhile, Foskett's (2005) case study drew on documentary evidence, participant observation and semi structured interviews with all stakeholders. A model incorporating the categories of mission-, development-, and business-related benefits was developed to illustrate the priorities for each stakeholder group. Although results indicated that the success or failure of a partnership depends on clarity of aims, including the explicit and emerging but particularly those that are unstated, it should be considered that stakeholders in a different context may perceive and prioritise benefits differently. Therefore, Foskett's (2005) claim that the study uncovers the principles of collaboration is questionable. Indeed, the focus on outputs in both studies is problematic.

Doyle (2004) noted the lack of research which examined the contextual and processual development of collaborative partnerships. He added that research which does exist is

theoretically and critically limited. The study aimed to analyse the practices of university-employer collaboration in a foundation degree in order to capture stakeholder conceptualisations. Using an interventionist research strategy, Doyle (2004) drew upon constructivist theories of social practice - namely Activity Theory and Communities of Practice Theory - to frame and analyse the data. These theoretical frameworks proved useful for "acknowledging power differences, status, language, style and purpose" (Griffiths and Guile, 2003, p.102) as well as recognising that in order to create and retain knowledge, the members must understand the processes by which the community evolves and interacts. Doyle (2004) concluded that collaboration demands a "process of reflexivity that requires 'subjects' within the activity, regardless of status, to articulate their 'object', which may vary between partners". However, it is unclear as to why students themselves were omitted as partners within the activity framework.

University-industry partnerships have become central to the provision of RWL experiences. Reeve and Gallacher (2005) acknowledged the importance of mutual benefit and clearly defined roles. They were predominantly concerned with tensions arising from the different cultures of stakeholders and specifically, understandings of learning and knowledge transformation. Corroborating findings from Huxham and Vangen (2000), Reeve and Gallacher (2005) acknowledged the capacity of partnerships to challenge and change the nature of stakeholder perceptions, adding that it is this very process of cultural transformation which results in the need to manage shifting languages and issues of power. The authors concluded that, despite its potential, the concept of partnership might actually hinder the development of RWL. Similarly, Foskett (2005) demonstrated how partnership work can influence the development of academics, students and the organisational culture. Indeed, Lindell and Stenström (2005)

surmised that partnerships in the realm of vocational education were often unsuccessful due to a lack of understanding concerning roles or the underlying mechanisms through which collaboration is to be conducted.

2.4 The Expansion of Learning from Classroom to Workplace

Studies have described the transfer of knowledge from classroom to workplace as neither automatic nor unproblematic (Kilbrink and Bjurulf, 2012; Sappa and Aprea, 2014). The increasingly multi-faceted nature of an individual's career reality may be characterised by horizontal career progression, multiple job roles, global mobility and portfolio working (Grant-Smith and McDonald, 2018). It is therefore important to recognise that the learning for which learners are being prepared may not yet be known.

Knowledge transfer theories fall into two categories. Traditional perspectives on knowledge transfer are concerned with the product of learning and what is 'transferred out' of a learning situation (Mestre, 2005) and applied directly into a new context. These theories, such as schema theory, place little value on the role of non-technical skills in the process of knowledge transfer. On the other hand, and of greater relevance to the present study, Jackson and Hancock (2010) identified how contemporary theories acknowledge social and cultural influences on the transfer process, recognising that graduates are not expected to have fully developed skills for immediate application in the workplace and instead will 'transfer in' prior knowledge or skills to negotiate a different, perhaps unfamiliar, context and solve a new problem.

In relation to these more contemporary conceptions of the way in which a learner may 'transfer in' knowledge, Davids *et al.* (2017) noted the emergence of three broad categories. Firstly, the actor-orientated model focuses on the influence of prior learning on an individual's action in a new circumstance. Secondly, from a situated learning perspective, knowledge is contextual. Here, transfer requires participation in communities of practice and the identification of situations in which these practices are relevant (Davids *et al.*, 2017). This conceptualisation recognises the influences of globalisation that have led to more complex working environments, requiring workers to be innovative and able to make connections between different communities of practice (Engeström 1987). Finally, Cultural Historical Activity Theory recognises learning and knowledge transfer as social processes existing in and between activity systems such as schools and workplaces. These social organisations are constantly changing, facing contradictions and new challenges which demand horizontal knowledge transfer (Veillard, 2012). This means that people who go beyond the boundaries of an activity system can look for new solutions used elsewhere. As such, knowledge transfer is viewed as a transition across the boundaries of different social organisations thereby involving a transformation of knowledge, skills and identity (Beach, 2003). From this boundary-crossing perspective on knowledge transfer, researchers approach "transfer as an expansion of and change in collective practices over time" (Davids *et al.*, 2017, p.278).

In a practical sense, knowledge transfer is influenced by characteristics of the learner, the learning programme and the workplace (Nafhuko *et al.*, 2017). Jackson (2016) analysed the role of the learning programme in knowledge transfer. She noted that the transformation of knowledge can be facilitated by learning programmes which support learners to find meaning in their classroom-based learning by actively connecting it with new situations and contexts

such as the workplace. Furthermore, Jackson (2016) recommended the use of authentic examples, ensuring learners understand the value of knowledge and skills being taught and how they may be utilised in real-world workplace settings. Meanwhile, Johnson, Judge and Wapless (2013) reported sport students' positive recollections of experience where there were opportunities for developing work-related skills alongside self-confidence and motivation. Findings from both studies corroborated Eames and Coll's (2010) observations that clear pathways that enable students to make sense of the learning experiences are essential.

Similarly, in a multi-institutional, multi-disciplinary study, Jackson, Fleming and Rowe (2019) sought to examine student perceptions of their ability to transfer knowledge across classroom and work settings. 151 students and 24 workplace supervisors took part in the study, a sample which the authors noted as being sufficient but not considerable. Whilst learners were already confident in their ability to transfer knowledge, the value of RWL was highlighted as a mechanism to support learners to enter a CoP. Moreover, it was considered crucial that educators were able to acknowledge the value of RWL activities for the development of knowledge transfer. It is often assumed that industry observations of graduates being inappropriately skilled can be attributed to problems in knowledge transfer, such as poor alignment of educator and practitioner perspectives on the skills and knowledge required to compete in an evolving labour market (Jackson, 2016). Indeed, de Rijdt *et al.* (2013) and Davids *et al.* (2017) noted that educators must hold a clear understanding of the workplace climate in which learners will, in future, apply existing knowledge and skills. Arguably this presents issues for educators who may have been out of the field for some time, or indeed may have never entered industry.

Jackson (2016) pointed to the need for stakeholder groups to share responsibility for the acquisition and transfer of knowledge through a process-oriented rather than outcomes-focused approach. Among her recommendations for educators were liaison with industry through networking events, incorporating active and collaborative learning into employability skill development and constructing learning scenarios which emulate the work environment. Transfer of learning often implies some confrontation between specific identities related to the different contexts (Veillard, 2012). Tensions between educators and professional practitioners may negatively impact on the level of authority afforded to the latter in the realm of academia. Indeed, Davids *et al.* (2017) found that greater recognition of the role that practitioners play in facilitating the transfer of knowledge was necessary.

Transfer of learning occurs on a spectrum from simple to complex (Jackson, Fleming and Rowe, 2019). It is influenced by the similarity between the original learning setting and the future knowledge application context (de Rijdt *et al.*, 2013). At one end of the spectrum, 'near' transfer is where the context in which skills and knowledge were acquired is similar to that in which they will be applied (Jackson, 2016). In contrast, 'far' transfer concerns the transition of skills and knowledge across different contexts and demands the ability to adapt prior learning to build new knowledge (Barnett and Ceci, 2002). For example, the classroom and the workplace are culturally unique sites (Candy and Crebert 1991) which have different ideas concerning the goals of the education process (Kilbrink and Bjurulf, 2012), use diverse types of knowledge and have specific work dynamics (Davids *et al.*, 2017).

Bransford and Schwartz (1999) explained that new employees are not expected to have learned everything they need to know prior to employment in a given organisation or industry. Instead, they are expected to make use of available resources to facilitate their learning in this new environment. The 'Preparation for Future Learning' (Bransford and Schwartz, 1999) paradigm explains that the ability to 'transfer in' prior knowledge and skills serves to prepare individuals to learn and create new knowledge in a future context and setting. Learners who are better prepared for unknown contexts demonstrate more efficient and effective knowledge transfer.

Bransford and Schwartz's (1999) paradigm correlates with arguments about the nature of learning and knowledge transfer, summarised by Broudy (1977) who identified three different types of knowing. The 'Preparation for Future Learning' approach goes beyond Broudy's (1977) 'replicative' and 'applicative' abilities associated with 'knowing that' and 'knowing how' where the underlying assumption is that knowledge is portable and can be carried from one context to another (Hager and Hodkinson 2009). However, the metaphor of knowledge as a portable substance is reflective of Platonism and Cartesian philosophy and is linked to many of the premises of global education systems (Veillard, 2012). It reflects an ideological position based on "a functionalist epistemology in which progress is marked by adaptation to and acceptance of existing social conditions" (Beach, 1999, p.103). However, Beach (1999) maintained that this perspective prevents us from understanding people's transitions across the boundaries of different social organisations, like universities and workplaces. 'Preparation for Future Learning' encourages learners to 'know with' their prior knowledge, skills and experience in order to think, perceive, interpret, judge and act in new situations. This demands that a learner lets go of previous ideas, beliefs, and assumptions to remain true to the new context in which they find themselves. In doing so, they critically evaluate new information and

are prepared to adapt in a new or unfamiliar setting. The rise of the 'Preparation for Future Learning' (Bransford and Schwartz, 1999) paradigm has resulted in an emphasis on the learning of generic attributes, rather than the 'learning to learn' approach which focused more on memory and knowledge organisation.

The Preparation for Future Learning paradigm (Bransford and Schwartz, 1999) revealed that prior learning does not necessarily enhance new learning. Learning, if not appropriately facilitated, may actually result in negative transfer where future development is hindered (Jackson, Fleming and Rowe, 2019).

Learning involves the transformation of artefacts, identities, contexts and meaning (Griffiths and Guile, 2003). The pedagogical organisation may be constructed to develop connectivity between different learning contexts, with different activities and artefacts to support learners to transfer and integrate the different types of knowledge. Context determines access to language and social interaction, which in turn influences learning (Griffiths and Guile, 2003). The learning that is developed through access to different contexts demands that the relationship between the different forms of knowledge is managed effectively. Therefore, opportunities to participate in different forms of social practice, such as using different forms of context-specific language in appropriate circumstances, are central to RWL. Furthermore, Griffiths and Guile (2003) noted that such practices should allow subjects to appropriate the cultural resources, such as language, through the provision of access to specialist tools or assistance from more experienced others.

Drawing on Bernstein (1975) and Bourdieu and Passeron (1977), Veillard (2012) argued that concepts of classification, frame and boundary-crossing can be used to analyse the degree to which the pedagogical organisation of educational institutions, their artefacts and the role played by key actors in such a system, facilitates transfer, transition and knowledge integration. 'Boundary objects' are specific material or symbolic objects that "have different meanings in different social worlds but their structure is common enough to more than one world to make them recognisable, a means of translation" (Star and Griesemer, 1989, p.393). Meanwhile, some people can give valued help to novices because of their knowledge of different institutions or situations, their interpersonal networks and their ability to speak different 'languages' from across boundaries (Koskinen, 2008).

Bourdieu and Passeron's (1977) work highlights the relationships between key drivers in the transformation of knowledge; the 'practice' (learning), the 'field' (context of the teaching and learning intervention), and 'habitus' (the identity that a subject assumes). Bourdieusian theory suggests that subjects negotiate the context in relation to their habitus and alongside different forms of activity. Habitus, whereby an individual's social position becomes a positional identity, is therefore central to a subject's relation to an object (Holland *et al.*, 1998, cited in Daniels and Warmington, 2007). Additionally, Bernstein's (1975) conception of Code Theory noted that language enables individuals to make sense of the world and plays a major role in enabling learners to collaborate in socially complex activities. Taking a Bourdieusian Code Theory view where human activity is concerned, it can be argued that when wider contexts come into play the range of identities expands. The contexts from which these identities emerge, each has its own language and therefore how subjects would behave in the context of collective activity is coded in their habitual mode of language. This may go some way to explaining

Kettle's (2013) observation of the tensions in the use of language – commercial versus academic – between the different stakeholders involved in a university-employer collaboration.

Bernstein (1975) posited that the language of description could be analysed on a structural level (classification), creating the social division of labour and an interactional level (framing), creating the form of social relation. Weak classification and framing between subjects suggest more fluidity in and between the roles that they undertake, for example groupwork and active, enquiry-based learning may be encouraged (Daniels, 2006). In RWL, students may be viewed not only as learners but as practitioners. Where peer-to-peer work is concerned they may also take on some of the roles and characteristics of a tutor. Similarly, the evolving nature of knowledge, generated through collaboration by multiple subjects, means that both tutors and practitioners can be viewed additionally as learners. For example, due to the fluid nature of knowledge in the field of 'employability' an emphasis on generic competences which are susceptible to change would create tensions if categories were strongly bounded (Daniels and Warmington, 2007). Furthermore, weak framing accounts for interactions of those within the community but outside the institution, for example the employers. This calls into question the relations of power and control within that community. For example, it might be assumed that RWL is driven by academics and this might imply greater power afforded to academic language than that of the workplace, yet where the goal of 'employability' is concerned, learners' competence will be determined by their ability to effectively recognise and apply the tool of industry-specific language within an activity.

Engeström (2011) highlighted limitations in traditional conceptions of learning as a one-way transformation from incompetence to competence. Drawing on Bernstein's (1975) classifications and framing, education and, consequently knowledge acquisition, should be viewed as horizontally rather than vertically organised (Doyle, 2004). The theory of expansive learning, with its emphasis on communities of learners and horizontal transformation of knowledge, arguably has greater alignment with the context of RWL. This is because the emphasis in RWL is on reflective processes which enable the learner to rethink their position in relation to the object and to each other, thus creating and implementing new knowledge in future, often unknown, circumstances (Kettle, 2013). Indeed, in expansive learning, "learners learn something that is not yet there" (Engeström, 2011, p.74). These theoretical developments play a significant role in understanding the ways in which an individual's action shapes and is shaped by the cultural context in which it takes place (Daniels, 2006).

2.5 Cultures and Systems of University-Industry Collaboration in Real-World Learning

In a review of university-industry collaboration in the UK, Vick and Robertson (2018) noted that since the early 1990s, various policy initiatives have attempted to develop the quantity and quality of partnerships. Findings corroborated evidence from the global perspective as Ankrah and Al-Tabbaa (2015) conducted a systematic review of university-industry collaboration which analysed 109 studies from the period 1990-2014. The findings highlighted a substantial increase in interactions between universities and industry in several nations, including the United States, Japan and several EU countries, since the early 21st century. Whilst early forms of collaborative work were aimed at encouraging knowledge and technology exchange (Siegel, Waldman and Link, 2003; Bekkers and Bodas Freitas, 2008), there has been more recent pressure on universities to establish partnerships which have a broader social remit. The

increasing policy emphasis on the teaching and learning experience combined with an established culture of collaboration has led to a shift in the purpose of collaboration away from solely that of knowledge exchange to one which seeks social and educational benefit through the enhancement of employability. Of interest, in this regard, is Ankrah and Al-Tabbaa's (2015) conceptual framework which demonstrated the critical influence of stakeholder motivations on the formation, organisation, operation and outcomes of university-industry collaborations. This observation correlates with the increasing tendency for universities to develop and implement employer engagement strategies which can be used as a basis for successful university-industry collaboration. Indeed, a QAA report on employer engagement activities in UK HE which analysed the aims, practices, participants and benefits of university-employer engagement, concluded that "employer engagement is an area of increasing importance to the strategic development of HEIs" (QAA, 2014, p.2) .

However, in earlier research Wildridge *et al.* (2004) acknowledged the complexity of university-industry collaboration and the diversity of approaches. In an analysis of 27 case studies of active collaboration, Bolden *et al.* (2009) identified six models of employer engagement based on the number of HEIs, the number of employers and the degree to which other organisations were involved. The findings revealed several facilitators and barriers to effective partnership working, including the culture and systems underpinning the collaboration. Kettle (2013) highlighted how the nature of collaboration informs the pedagogical approaches, which ultimately "support learners in connecting different types of knowledge, skill and experience" (Griffiths and Guile, 2003, p.56).

As Lindell and Stenström (2005) identified, there are often fundamental issues with the approaches adopted by educators and employers in collaborative partnerships for employability enhancement. Sociocultural practice is constituted through local negotiations and interactions and local ordering of tasks and artefacts, thereby shaping how activities and goals are constituted in practice (Engeström and Middleton, 1996). Stakeholder Theory (Freeman, 1984) was developed to guide the structure and operation of co-operative partnerships and has been used to analyse partnerships in cooperative education (for example, Fleming, 2014). It demonstrates that in a university-industry collaboration, multiple participants set about accomplishing diverse objectives which are not always entirely congruent. This may go some way to explaining Kettle's (2013) observation of the tensions in the use of language between the different stakeholders involved in a university-employer collaboration. Indeed, Freeman *et al.* (2010) emphasised the importance of ensuring that all stakeholders see value in the collaboration by ensuring an alignment of interests.

According to Ward, House and Hamer (2009), Diffusion of Innovations theory (Rogers, 1962) provides a basis for much of the existing work on the knowledge transformation process. However, with its roots in social constructivism and communication, this theory also provides an interesting lens on the ways in which new practices, such as efforts to provide RWL experiences, are developed and adopted in a system of collaboration. The theory examines the social processes that occur when information about a new idea is exchanged amongst members of a community or social system. Noteworthy in respect of the present investigation, is Rogers' (1962, p.xxxxi) observation that the "meaning of an innovation is gradually worked out through a process of social construction" and that "the overall structure of a social system can facilitate or impede the diffusion of innovations" (p.25).

2.6 Summary of the State of Knowledge

An understanding of the various conceptualisations of employability provided a useful starting point in an exploration of the literature. Subsequently, the role of learning and cognitive development in the creation of subjective meanings was considered. Given that knowledge provides a source of learning, it was pertinent to explore the influence of experience on processes of knowledge transformation from acquisition to transfer in the work environment. Finally, evidence relating to the role of cultural experiences in the construction of meaning through collaborative practices was considered. Existing literature recognises hindrances to university-industry collaboration such as the lack of a common language (Dunne, Bennet and Carré, 2000), different expectations and priorities (Lowden *et al.,* 2011) and getting the right balance between work in a specific role versus broader work preparation (Crebert *et al.,* 2004).

Many case studies have attempted to report 'good practice' which highlight the features of successful collaboration, but the focus on the process of establishing a collaborative partnership as opposed to the ongoing management and maintenance of participant engagement in an existing intervention for employability enhancement is notable. Therefore, whilst there is a clear argument for developing university-industry collaboration, Lowden *et al.* (2011, p.16) points out that there is a lack of "systematic approaches from universities to engage with employers". Indeed, the complex nature of the collaborative process means that research into how university-industry collaboration can effectively cultivate learners capable of transferring knowledge acquired in the classroom to work-related scenarios is valuable (Kettle, 2013). However, not enough is understood about experiences of employability enhancement (Sleap and Reed, 2006). Specifically, the lack of empirical investigation into what employability means to individuals in the context of their experiences of employability enhancement has been

noted (Rothwell, Jewell and Hardie, 2009). These observations provide a basis for the research

methodology described in Part Two.

PART TWO: RESEARCH METHODOLOGY

Part Two offers an overview of the theoretical framework (Chapter 3) and an explanation of

the research design (Chapter 4).

CHAPTER 3: THEORETICAL FRAMEWORK

3.1 Real-World Learning: Three Ontological Levels of Reality

A non-dualistic approach recognises that despite the existence of a reality independent of human consciousness, it is not possible to access this world in its entirety (Letourneau and Allen, 1999) due to multiple subjective experiences. For example, while reports of employability can point to its existence as a phenomenon, the concept of employability is a product of discourse, and facets of employability associated with the self and personal dimensions of learning are open to interpretation. Therefore, stakeholders have multiple interpretations of what employability means to them. Critical realism is based on a belief that to understand human experiences we must uncover the mechanisms underpinning such experiences (Archer, 1995). This permits a focus on what produces the experience of employability, rather than employability in itself.

Bhaskar (1975) advocated a stratified ontology whereby reality is comprised of three overlapping levels. Much of the literature reviewed in Chapter 2 has focused on the 'empirical' level referring to conceptions and understanding, for example perceptions of what constitutes employability, and the 'actual' level concerning the event or experience itself, such as evaluations on the implementation of RWL strategies and pedagogies. Meanwhile, knowledge of the 'real' world is based on our ability to either directly observe the mechanisms that generate events or to observe their effects. On this note, Stutchbury (2021, p.114) explained how critical realism conveys "reality as being like an iceberg: most of reality (the iceberg) is invisible to the observer. The casual mechanisms exist below the surface and are invisible but give rise to 'experiences' and 'events'". Therefore, drawing on Bhaskar's (1975) 'real' domain, Smith

(1998, p.299) advocated a research focus on the "deep" level of reality which explores the underlying structures that produced the experience. Here, a critical interpretation of causality is not about the relationship between discrete events, for example, that having specific attributes will make somebody employable. Rather, it considers the causal powers of objects or relations; that is, the ability of a structure, such as a programme of RWL, to act in a way - a mechanism - that will produce events. It is based on a dynamic concept of culture as simultaneously created and sustained by institutions. By exploring reality at Smith's (1998, p.299) ontologically "deep" level, an examination of the relationship between signs and what is signified will offer an insight into how knowledge is constituted through inter-relations between stakeholders and their world, and how it is ultimately represented as experience (Yates, Partridge and Bruce, 2012).

3.2 The Phenomenology of Subject-Object Relations in of Real-World Learning

In a challenge to traditional ways of thinking, phenomenological assumptions are based on the belief that knowledge is constituted through inter-relations between people and their world (Marton and Pang, 2008), represented as experiences (Yates, Partridge and Bruce, 2012). As a methodological framework, a phenomenological design aligns with the intentions of the study to explore how teaching and learning contexts shape subjects' understanding, or experience, of phenomena such as 'employability'.

Husserl's (1913) transcendental phenomenology attempted to describe the correlation between what is experienced and how it is experienced by setting aside any preconceptions regarding the essence of the phenomenon itself (Sloan and Bowe, 2014). This process, known as 'bracketing', reveals the object's true essence, or 'noumenon'. Ashworth and Lucas (1998)

identified two categories that may be bracketed; existing knowledge, such as theories of employability and preconceptions regarding the validity of perspectives held by subjects. At first glance, this approach seems attractive as it takes an objective perspective to investigate the chosen phenomenon. However, a subject's attribution of meaning, reflecting the appearance or experience of the object, is based on preconceived ideas (Robson, 2011). For example, Minten (2007) noted the influence of industry context on understandings of phenomena such as 'employability' within the literature base. This research is positioned more closely to Heidegger's (1962) hermeneutic phenomenology which rejected the ontologically dualistic idea that the observer can separate their self from what he or she observes. Furthermore, interpretation of a specific text permits an understanding of the context in which it was formed and allows the reader to share the experience with the writer. Heidegger (1962) believed that rather than being transcendental, individuals are thrown into the world and the context of that world will shape their perspectives.

Reality is interpretative so I must acknowledge the influence of my lifeworld, such as my position as a teacher-researcher, in the construction of reality. It is without doubt that my identity and interpretation of my own experiences as a teacher in UK HE has already shaped the purpose of the enquiry and will continue to influence the future direction of the research. However, drawing on Heidegger's hermeneutic phenomenology, my 'being' in this context, my understanding of the issue, the possibilities for asking 'real' questions and my shared background with research participants will continue to influence the development of a holistic view of the issue from an insider's perspective.

Beliefs arise from actions and the outcomes of actions are embedded in beliefs. Dewey's (1938) pragmatism emphasised the role of experiences in creating meaning by bridging the gap between beliefs and actions. In education, pragmatism explores key questions such as those about the significance of identity and difference, bringing processes of participation, collective meaning making and communicative action to the fore (Biesta, 2010). A pragmatic philosophy, focused on interpreting the nature of human experience in a text of RWL, has illuminated the meaning of 'being a student', 'being a tutor' and 'being a practitioner' in context. It is through accessing lived experiences of those students, tutors and practitioners that it will be possible to understand the meanings of their realities.

3.3 Deconstructing Subject-Object Relations in Real-World Learning

Whereas classical structuralists had viewed language as a "symmetrical unity between one signifier and one signified" (Eagleton, 1996, p.110), Derrida (1973) understood knowledge as composed of words, therefore epistemology is a problem about language; words mean different things, therefore different contexts produce competing meanings; things mean things because of their relationship to other things, therefore language is a system of differences; and, a text is a dissemination of different meanings, therefore real life is inscribed in a determined textual system.

Heideggerian phenomenology was based on a desire for phenomena to be centred on a particular version of truth. For example, the phenomenon of 'teaching excellence' might be said to be centred on the idea that the purpose of HE is to serve the economy. Derrida (1976, p.49) highlighted the "powerful, systematic and irrepressible desire for a signified" when he

introduced two terms; 'logocentrism' in reference to the immediate presence of a perfectly self-identical meaning or object which is based on the norms of the knower and, 'phonocentrism' as the immediate self-presence of the knower's voice in saying the name of the object. Derrida (1978) argued that a desire for a stable centre is misplaced and that to understand an object it is necessary to study both the object itself and the systems of knowledge that produced the object.

Deconstruction is based on a critical ideology which challenges the hierarchies in structuralist beliefs and practices which led to the desire for rigid boundaries between "what is acceptable and what is not, between self and non-self, truth and falsity, sense and nonsense, reason and madness, central and marginal, surface and depth" (Eagleton, 1996, p.115). It recognises that a text may show us something more about the nature of meaning and signification. Indeed, Johnson (1987) noted that language, as an articulation of power relations, can only ever be studied as rhetoric. She explained that the interplay of metaphors and attempts at persuasion in a text can be examined to encourage scepticism toward lines of thought which have been construed as the only line of thought. This leads us to realise that all readings of a text are based on subjective preferences and "if there is no absolute truth, then everything is relative" (Johnson, 1987, p.12). Deconstructive criticism involves double-reading of text which seeks the destabilisation of philosophical positions and hierarchies in the hope of creating a new perspective (Derrida, 2004).

According to Garrison (1999), Derrida believed that we live in a world without a stable centre and it was on this conviction that he set about a critique of modern epistemology and Western metaphysics. 'Speech and Phenomena' (Derrida, 1973) was a deconstruction of Husserl's

transcendental phenomenology. Based on dualist principles, the transcendental signified is the ultimate referent of our thoughts and ideas. Husserl's transcendental phenomenology was a philosophy with an "absolutely rational grounding" (Husserl, 1969, p.2), whereby signs and signification are eliminated when in the presence of the object (the transcendental signified) and thus, a metaphysics of presence claimed to yield objects of unquestionable knowledge (Garrison, 1999). Derrida disputed the elimination of signs and signification and maintained that there is no transcendental signified nor fixed immovable centre to any system. Derrida (1976) subsequently deconstructed the quest for certainty and expanded the scope of deconstruction to other domains and contexts.

In 'Of Grammatology' (1976), Derrida acknowledged the role of metaphysics, or beliefs, in our interactions with and perceptions of our experiences. He pointed out that truth is never fully present because it is influenced by a textual system of past experiences and future aspirations. Therefore, the presence of one thing depends on the absence of another. The practices, language and culture of RWL programmes are bound with presuppositions which must be examined from a neutral standpoint through a process of deconstruction. For example, employment experience may be valued in the curriculum on the assumption that it aids knowledge transformation and enhances employability. Deconstruction enables us to see how values are different from themselves and thus view values in a "more constructed, less idealised light" (Johnson, 1987, p.xviii). Derrida (1993) sought to challenge dominant meanings by dismantling this hierarchical system of 'binary opposites' and referred to the uncovering of 'undecidables' when dominant thinking is challenged. As a result, a state of aporia is experienced and any subsequent decisions take us beyond the known to the synthesis of new knowledge.

One of the tools used by Derrida in deconstruction is the principle of 'la différance' (Derrida, 1973). Garrison (1999) explained that the phrase comes from two senses of the verb 'to differ'. Firstly, it refers to active difference or distinction between words; the sign is different from the signified; words only mean things in relation to other words. Secondly, it is about deferral of presence whereby the sign represents the present in its absence (Derrida, 1982a). Eagleton (1996) further explained that a sign must be repeatable for us to recognise it as a sign. However, we may encounter the sign in many different situations. The repeatability of the sign is therefore both part of the sign's identity and what divides its identity because, aside from some degree of consistency which enables us to recognise it as different from other signs, as soon as it is reproduced in a different context its meaning will change. The phrase 'la différance' encapsulates the ways in which meaning is derived from both a difference between signs and a deferral of meaning from signifiers to signifieds and vice versa. In this regard we can say that a thing is a thing because it is not some thing else and the thing is only a thing because of the absence of the other thing. Language can therefore be described as a self-referential system whereby the meanings of signs comes through the presence and absence of other signs. Ultimate meaning is constantly deferred and never truly arrived at; knowledge is only ever partial.

Johnson (1978, p.3) explained that central to deconstruction is the "careful teasing out of warring forces of signification within the text itself". A concept such as 'employability' is merely a representation of presence and absence in a system. What is more important are the relationships between the parts in a system. For example, the meaning attributed to each subject, or stakeholder, involved in the collaboration is dependent on its relationship ('la différance') to all other subjects. The deconstruction of experiences of university-industry collaboration in RWL should therefore focus on how contradictions and gaps in the text can be examined to

ensure that one interpretation of the concept does not have superiority over others. A shared understanding of the language of the system is necessary for the system to operate effectively in the transformation of knowledge. Drawing inspiration from the work of Dewey and Derrida, the intention of this research was to show *how* the text creates meaning, rather than formulate a proposition of *what* meanings it creates.

3.4 Understanding Communication across Differences: Deconstructive Pragmatism

In the traditional, structuralist approach to ontology, things were understood in relation to the present as a definite mode of time. In doing so it failed to acknowledge that things can change over time, thereby eliminating a sense of temporality. As Garrison (1999) noted, it is temporality that makes history possible; history cannot hide its own history. Derrida and Dewey emphasised the importance of signs, signification and language for thought. They agreed that it is impossible to eliminate the role of signs, words and language from the search for ourselves and the objects of our thought (Garrison, 1999).

Both Dewey and Derrida noted that we cannot complete the quest for certainty (Garrison, 1999). However, Dewey believed that the interpretant of the sign is not just another sign, but a known object constructed through inquiry. As such, a point of departure between the work of Dewey and Derrida is that Dewey distinguishes between existence and essence. The former is an event, characterised by histories. The existential task is to guide indeterminate events in new directions via the process of inquiry. On the other hand, essence is an idealised fixed instance of meaning and a product of inquiry.

For Dewey (1929), centres arise whenever there is an effort to redirect a course of events. However, these centres are merely functions within a larger context (Garrison, 2003). Applied to the context of the present study, each subject and stakeholder group is situated with a function (reflecting their individual motive) in the system of the RWL programme. They each seek to act upon the interacting parts of the system in order to align with their individual 'stable centre' in pursuit of an idealised fixed form or essence. These centres are nothing but functions within the wider operation of the programme. Nevertheless, it is this process of inquiry which influences the direction of indeterminate events in the programme and which uncovers the multiplicity of 'centres' operating in this system. This is a continually evolving process as multiple actors may attempt to redirect the course of events to suit their individual conceptualisations of 'employability'.

Bridging Dewey's theory of existence and theory of inquiry is the theory of language, communication and discourse. Dewey (1925, p.179), presented a theory of communication in which communication is not seen as the transportation of meaning from one mind to another, but where it is understood as "the establishment of cooperation in an activity in which there are partners, and in which the activity of each is modified and regulated by partnership". Put another way, 'employability' represents a different truth for each actor, but nobody has access to the complete truth. Questioning the purposes for which they were constructed can serve to deconstruct any scheme of essences or conceptions (Garrison, 1999). Subsequently reinterpreting the purpose can lead to a pragmatic reconstruction of the essence of 'employability'.

Given that education is a site of cultural reproduction, it is important to acknowledge the influence of identity and power differentials on the visibility of centres in a programme (Garrison, 2003). Seeking the less dominant voices in any given cultural circumstance can therefore change our understanding. Deconstruction challenges the logocentric construction of identity, such as what it means to be a teacher or a learner within the context of a RWL programme, as exclusively normal. It represents an openness towards the 'other' and conveys a respect for the being of other things, even if they are unknowable (Garrison, 2003). Derrida (1976) acknowledged that deconstruction shares similarities with pragmatism and even referred to 'pragrammatology' as an attempt to link the principles of pragmatism and grammatology (Garrison, 2003). However, whilst Derrida focused on deconstruction, Dewey offered a reconstruction of traditional metaphysics. It is for this reason that I felt a combination of the two, a philosophy of deconstructive pragmatism, would be advantageous.

Advocating deconstructive pragmatism, Biesta (2010) raised the question of whether Dewey's philosophy of communication could really facilitate communication across differences or whether it could only facilitate communication amongst those who shared a similar set of assumptions about the world and their place in it. He argued that "we totalise communication: we say what communication should be before communication occurs, which means that we obstruct the very 'point' of communication" (Biesta, 2010, p.724). A multiplicity of centres might preclude effective communication in the RWL programme as each actor competes to fulfil the role which best aligns to their objectives or motives. Identity and power therefore play a role here in terms of which modes of communication are acknowledged. However, "communication can only exist in and through transformation" (Biesta, 2010, p.723), therefore "the only possibility for a philosophy of communication lies in its deconstruction" (Biesta,

2010, p.724). In this sense, communication itself is in deconstruction and therefore communication cannot occur across differences. This goes some way to explain how, in a plural society, different perspectives on the 'stable centre' might lead to different ways of communicating and results in a greater potential for miscommunication. Biesta (2010) suggested that in processes of communication, there is more at stake than the simple exchange of different perspectives on the same reality. He argued that "we have to take our own theories seriously – as truths – in the very same way in which we have to take the theories of others seriously – as truths – so that we can understand communication across differences as a process in which we offer our truths without the security of an overarching theory" (Biesta, 2010, p.725) of truth.

3.5 Activity Theory as a Lens to Witness the Deconstruction of 'Employability' in the Context of Real-World Learning

A tool which focuses on the underlying mechanisms that produce experiences of the object of 'employability', proved valuable for use as a theoretical framework. Presenting his theory of the ZPD, Vygotsky (1978) argued that subjects engage in mediated activity, or 'play', whereby the manipulation of tools results in achievement of the object. The assumption in Vygotsky's (1978) work is that there exists a stable centre, or object motive, which serves to "orient, balance and organise" (Flint, 2009, p.211) human activity in its pursuit. It is derived from presupposed beliefs, actions and corresponding outcomes. For example, Levine (2008) exemplified how teachers interpret a new pedagogical approach through their existing beliefs, thus preventing them from generating a clear understanding of its underlying principles and ultimately hindering the transformation of teaching practice. Furthermore, Billett (2003) observed how policymakers have promoted generic employability competences, arguing that these are

unlikely to be useful in assessing the knowledge required for performance unless they are embedded in an appropriate context. Being and identity are therefore said to be "proportionate to repetition" (Derrida, 1973, p.52). Consequently, the concept of a centred structure upon which activity is based results in "fundamental immobility and reassuring certitude, which is itself beyond the reach of play" (Derrida, 1978, p.352) and limits the expansion of knowledge in the ZPD.

Acknowledging Derrida's (1973) principle of 'différance', Daniels and Warmington (2007) noted that the ways in which subjects are positioned in a common activity, or context, has implications for their engagement with the object. Meanwhile, Holland *et al.* (1998, cited in Daniels and Warmington, 2007) drew on Vygotsky's (1978) work to argue that a subject's identity is constantly evolving across the material and social environment and is therefore rarely durable. Indeed, Edwards (2011) described the transactional nature of subject-object relations whereby the subject works on an object which in turn influences the subject's subjectivity. Therefore, it can be argued that in the context of RWL, the subject-object transactions necessitated by the activity have the potential to transform the very nature of the object, which in turn will always hold the true motive of the activity. This provides scope to deconstruct subject-object relations to reveal and challenge the hierarchy in binary opposites.

Activity Theory emerged as a theoretical framework for the analysis of human interaction in the context of collective activity (Levine, 2008). Developed by Engeström in 1996, Third-Generation Activity Theory seeks to "understand dialogues, multiple perspectives and networks of interacting activity systems" (Daniels and Warmington, 2007, p.378), through a shift away

from individual actions, such as teaching or learning and towards a broader view of the collective activity and an examination of relationships in and between interacting systems. Based on the theory of expansive learning, the model accounts for a diversity of perceptions and agendas. Over time, the subjective interpretations of the object of activity may evolve as one actor is influenced by the object perceived by another. For example, the object of 'employability' may be expanded as a result of subjects' rethinking their position in relation to the object and to each other, consequently producing new patterns of activity which expand their understanding of the object and their practice (Warmington *et al.*, 2004). The notion of community is the driving force behind transformation of knowledge, as Engeström (1996) explains how contradictions take place in and between different communities.

Even within the system of an apparently common activity such as RWL, human activity and knowledge cannot be viewed objectively. Attention must be paid additionally to the "practices to which that knowledge might be applied" (Billett, 2003, p.8). The causal conditions of actual events - such as the implementation of learning and teaching interventions - and specifically the uses of certain terms - such as 'employability' and 'RWL' - in certain ways, are based on the origins of these terms around which social practices - such as employer engagement - have crystallised. Taking inspiration from the work of Heidegger, Dewey and Derrida, the study adopted a philosophy of deconstructive pragmatism and used Activity Theory as a lens through which to witness the occurrence of deconstruction in the text of the RWL programme. This generated an understanding of the multiple perspectives, the dialogue between networks of interacting activity systems and the influence on the transformation of knowledge and ultimately meaning, in the collective activity.

CHAPTER 4: RESEARCH DESIGN

4.1 A Case of University-Industry Collaboration in Real-World Learning

An interpretivist design permitted an "in-depth exploration from multiple perspectives … of a particular project, policy, institution, program[me] or system in a real-life context" (Simons, 2009, p.21). The RWL programme studied was a case drawn from the wider practices of university-industry collaboration in the provision of RWL in HE in the UK. Corresponding with what Thomas (2011) described as a 'local knowledge case', my familiarity with this instance presented considerable opportunity for informed, in-depth analysis. The case or 'subject' of the study was the collaborative activities of those stakeholders with an interest in the development or implementation of the programme, including tutors, practitioners and students. Analysis of the circumstances of this subject permitted the explication of the phenomenon, or 'object' (Thomas, 2011), which in this case was the experience of RWL.

Whilst it is true that the case is one instance of a wider universe of collaborative practices in the provision of RWL, I do not argue that it is representative of this broader universe of cases. Replication was not the goal of the research, so the case was purposively selected as an example through which the object can be explicated (Thomas, 2011). However, the explanations emerging may warrant future investigation amongst similar case instances.

4.2 Research Methods to Explore Beliefs, Perceptions and Behaviours

Experience, as Palak and Walls (2009) noted, comprises three distinct elements: beliefs influence perceptions which in turn influence behaviour. It is this behaviour which ultimately

influences the cultural experience and which in turn influences future beliefs and perceptions. Carrasco and Lucas (2015) highlighted the value of survey methods in research which seeks to gain an understanding of the habits, social norms, personal networks and social interactions that reinforce the beliefs and perceptions that people hold. Therefore, data was generated via a mixed method approach incorporating questionnaires and semi-structured interviews. This approach drew upon the benefits that each method offered in terms of the potential for gathering multiple and collective perspectives (Gillham, 2000).

Questionnaires used in social research permit the collection and analysis of data from large samples (Breen, 2006). This certainly offered advantages in terms of collecting data from the entire student cohort (N=308). However, questionnaires can result in a positivist approach to social phenomena underpinned by a "distinctive theory of what should pass as warrantable knowledge" (Bryman, 1984, p.77). For example, in his study of graduates' experiences of and attitudes towards employability interventions, O' Leary (2016) recognised that a quantitative survey would not confirm whether there is a correlation between experiences and perspectives.

The interview method, which can be implemented on an individual or group basis, offered the potential to explore perspectives in greater depth, for nuances to be captured and questions to be clarified (Gray, 2014). Furthermore, qualitative data ensures the researcher maintains an openness to discovering unanticipated findings, which was important given the exploratory nature of the research questions. Nevertheless, interviews are described as "an attractive nuisance" (Robson, 2011, p.465) due to difficulties in collection and analysis, so are generally best executed with smaller sample sizes.

Aside from myself, just two tutors and six practitioners were involved in the programme, so the interview method offered an ideal opportunity to understand their experiences. In addition, I considered that data gleaned from interviews with students would be necessary to support the study of the social world from the point of view of the student participant and complement the data gleaned from a questionnaire. Anticipating that not all student participants would be willing or available to participate in an interview, I was confident that follow-up interviews offered a realistic and manageable opportunity to generate a deeper understanding of the lived experience of a smaller sample.

Whilst one-to-one interviews are limited to probing for an understanding of individual experiences, Breen *et al.* (2001) pointed to the value of a group interview in generating ideas for curriculum development by enabling participants to explore their shared experiences and establish the range of opinions. The focus group interview method of bringing multiple participants from each stakeholder group together at one time also offered benefits in terms of time and cost (Robson, 2011).

It should be noted that it was my intention to conduct semi-structured focus group interviews with the following five groups: Students at FHEQ L4, Students at FHEQ L5, Students at FHEQ L6, Tutors, and Practitioners. Unfortunately, I began data collection at the height of the UK's second wave of the Coronavirus pandemic and it quickly became apparent that a move to remote learning and working across the education sector, along with the industry partner's decision to implement the furlough scheme for all but a skeleton staff, meant that the execution of focus group interviews could be impractical. I therefore offered the option of individual semi-

structured interviews as opposed to focus group interviews to accommodate as many participants' schedules as possible. This approach also acknowledged that the move to a virtual medium as a result of the pandemic may be new to many, so considerations of orientation and comfort may be important in their decisions to participate (Lackie *et al*., 2020). Whether conducted individually or as a focus group, all interviews followed the same schedule of questions.

4.3 Developing Data Collection Tools to Understand Experiences of Real-World Learning

The development of data collection tools was completed in a series of stages outlined in Figure 1. To ensure the validity of data collection instruments, it was important to firstly define the relevant constructs (De Leeuw, Hox and Dillman, 2008) and examine how existing research has handled them (Magee *et al.,* 2013). The process began with a review of the literature to determine key constructs, as outlined in Chapter 2.2.

For each construct, attention was paid to existing models, frameworks, instruments and scales of employability as Oppenheim (1992) identified their usefulness when building a new questionnaire, particularly in achieving criterion validity. However, he noted that "existing scales should never be uncritically applied to a changed social context" (Oppenheim, 1992, p.184). The purpose and description of each instrument was examined and aligned to one of the three dimensions of experience identified by Palak and Walls (2009). The first dimension, 'beliefs', incorporated instruments related to the influence of self-theories on an individual's employability efficacy and identity. The second dimension, 'perceptions', included instruments which examined the influence of employability orientation on individual perspectives or

Define Constructs

- Conduct literature review of Models, Frameworks, Instruments and Scales associated with the study of experiences of employability

↓

Examine, Refine & Adapt Constructs

- Confirm key dimensions, then selection and clustering of existing constructs and items under each dimension
- Adapt existing constructs and items to context
- **Pre-Pilot** peer debriefing to check clarity and validation of constructs

↓

Compose Item Pool

- Limit of no more than 4 questions for each dimension set for final instrument
- Aim to pilot 1.5x limit (6 items per dimension to be piloted)
- Devise response options - ensure balance of positively and negatively worded options then scramble

↓

Conduct Pilot Questionnaire

- Convenience sample of final year students (N=70), contamination of parent study avoided
- Initial analysis, evaluation, reflection on process of data collection and suitability of instrument

↓

Develop Focus Group Interview Schedule

- Part 1: Respondent Debriefing on Pilot Questionnaire (question wording, improvements, deletions, additions)
- Part 2: Selection from questionnaire item pool adapted to Focus Group scenario, plus prompts and probes developed using features of an activity system as outlined in Engestrom's (1999) third generation activity theory

↓

Conduct Pilot Focus Group

- Opt-in consent to continued participation from Pilot Questionnaire
- Initial analysis, evaluation, reflection on process of data collection and suitability of instrument

↓

Pilot Study Data Analysis

- Descriptive statistics and qualiative analysis
- Evaluation and reflection on instruments as data collection tools

↓

Post-Pilot Revisions

- Final instruments prepared for use in main study

Figure 1: Flowchart for the Development of Data Collection Tools

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motivations for employability development. The final dimension of 'behaviours' was related to instruments which considered the influence of wider structures on an individual's engagement with an employability culture.

Appendix 1 demonstrates how existing instruments were initially adapted to the context of the study. Here, I needed to be mindful that what is or is not asked ultimately reflects the researcher's point of view (Gray, 2014). Fortunately, some questions were amenable to projective techniques, such as sentence completion, to capture perceptions, values and interests of the respondent. This is particularly valuable from a Derridean perspective as the language and expressions that respondents use will have been shaped by their access to a particular set of discourses, incorporating signs and signifiers, with which they have constructed meaning.

However, to combat any potential bias at this stage, a pre-pilot peer debriefing session was held with a colleague who was experienced in qualitative research and RWL but who was not involved in the case under investigation. The role of the debriefer was to review the analysis by providing constructive criticism and offering an alternative perspective on the proposed categorisation of key constructs and subsequent development of the item pool. At the conclusion of the pre-pilot stage the item pool consisted of a lot of questions, but it is unwise to rely on only a few questions for each construct because the complex and multi-faceted nature of perceptions means they need to be approached from several angles (Oppenheim, 1992). It was therefore expected that the item pool would be reduced after piloting.

Once a set of questions had been developed for each construct, consideration of response options was necessary before the item pool was complete. The review of existing instruments revealed a tendency for researchers to adopt a linear scaling approach to attitude measurement whereby each item has the same response categories scored numerically and correlated with each other. Oppenheim (1992) noted that these scales, used extensively in the physical sciences, offer objectivity but lose the potential for gathering subjective descriptions. The exploratory nature of the research question, whereby differences between respondents' perspectives was fundamental, demanded a flexible approach. Aligned to what Gray (2014) describes as 'categorical' data, ordinal and nominal response measures, as well as ratings scales, checklists and grids were used in a projective way to give a numerical value to the respondents' perceptions. These measures provided scope for percentage frequency distribution, a useful method of expressing the relative frequency of stakeholder perspectives in relation to variables associated with employability beliefs, perceptions and behaviours. This also offered the option to explore the relationship between variables through cross-tabulation.

Gray (2014) suggested that seven response options provide optimal precision. However, De Leeuw, Hox and Dillman (2008) posited that respondents are likely to provide more consistent and reliable ratings when categories are labelled with words rather than numbers. It was important to ensure that response categories aligned with the choices that participants wanted to select (Cohen, Manion and Morrison, 2017). On the other hand, it was difficult to identify multiple text-based labels which accurately and consistently reflected the construct in question. A decision was therefore made to use fewer response categories labelled with words.

A copy of the pilot questionnaire can be found in Appendix 2. Some aspects presented an opportunity to conduct internal reliability checks, for example a factual question (Q13) about access to employability activities followed by a similar question (Q14) to assess frequency of those activities (Oppenheim, 1992). Responses to factual questions could be validated via external checks against independent sources of information. My position as insider-researcher proved advantageous in this respect. Finally, the order of questions was considered to reduce the likelihood that respondents' may be influenced by options provided in lists (Trochim, 2007; Denscombe, 2009; Gray, 2014), for example open questions appeared towards the beginning of Part 1, correlating with Oppenheim's (1992) 'funnel approach'. A summary of post-pilot amendments to the questionnaire is provided in Appendix 1.

The item pool developed for the pilot questionnaire was used as the basis for a follow-up pilot focus group interview which offered the potential to explore issues in greater depth, for nuances to be captured and questions to be clarified (Gray, 2014). The purpose of the pilot focus group interview was three-fold. Firstly, I conducted a respondent debriefing on the questionnaire to establish perspectives on its suitability as an instrument for data collection and in conjunction with my own reflective notes on the conduct of the pilot study (see Appendix 4 and 5), this informed post-pilot revisions to the questionnaire. Secondly, I adapted questionnaire items for open-ended discussion so as not to restrain the discussion from touching upon unanticipated areas with the intention of establishing the value of structured versus unstructured approaches in the two survey methods. In doing so I ensured that questions correlated as closely as possible to the existing dimensions, constructs and item pool developed for the pilot questionnaire. Finally, having identified Activity Theory as a theoretical lens, I trialled a set of questions based on the constructs outlined in Third-Generation Activity Theory (Engeström, 1999) in order to

support the exploration of the nuances in relationships and behaviours of stakeholders in an activity system associated with RWL.

The pilot focus group interview schedule (Appendix 3) served as a guide to facilitate discussion whilst attempting to avoid digressions and monologues. Schedules can range in detail from those offering precise wording, timing and coding to those providing a brief list of topics to cover. The schedule developed for use in the present study aimed to achieve a middle ground in this regard. Gillham (2000) warned that when developing interview questions, the researcher determines the questions that are asked and the range of answers that can be given, and that this can present issues of bias. The key to a successful group interview is the effective use of questioning to encourage group interaction (Kitzinger, 1994), thus reducing researcher intervention and associated bias. Therefore, in line with Thomas' (2017) framework I identified the relevant constructs and dimensions to determine the questions in relation to the topic, considered follow-up questions to prompt participants, and identified how I might probe for detail.

Reflections on the pilot study can be found on Appendix 5. A copy of the revised questionnaires, semi-structured interview and focus group interview schedules for use in the main study can be found in Appendices 6-9.

4.4 Research Participants

Participants from three stakeholder groups were selected on a convenience basis for their familiarity with the programme as a case of university-industry collaboration in RWL. Student

participants were approached from FHEQ levels 4 (N=81), 5 (N=136) and 6 (N=91) and all were enrolled on one of the football development modules aligned to the programme. Through the programme, students build their experience of RWL as they progress through relevant modules at each level of study. Consequently, student participants had varying degrees of experience upon which to draw. This ranged from L4 students having received an introduction to the programme but holding no prior experience, to students at FHEQ L6 having amassed around 200 hours of RWL experiences through the programme in their first two years of study. Tutors (N=2) and practitioners (N=6) with involvement through teaching, mentoring or administrative roles associated with the programme for a minimum of one academic year were also approached.

4.5 Data Collection Procedure

Data collection took place during academic year 2020-21. In the first stage of data collection, students were approached for participation in the questionnaire. Due to Coronavirus restrictions, it was not possible to take a researcher-mediated approach to group administration of self-completion surveys, recommended by Gillam (2000), in quite the same manner as had been adopted in the pilot study. This was primarily because it was not possible to identify a single whole-cohort activity for data collection. Castro Superfine (2020, p.1) acknowledged similar difficulties when "the settings and contexts in which these activities are carried out are no longer available in the form in which the research activities were originally conceived". Instead, student participants were approached and recruited in multiple smaller groups during one of their scheduled seminar sessions which were being conducted remotely via Microsoft Teams. This enabled me to retain some of the time and cost saving advantages of group administration of self-completion surveys outlined by De Leeuw, Hox and Dillman (2008).

Recruitment of students from each level of study took place during one teaching week. Information about the study which had been provided verbally and via email in advance was revisited prior to group administration of the questionnaire.

The questionnaire was completed online via the Qualtrics platform. I did not anticipate any problems with this as pilot study participants had indicated a preference for an electronic version of the questionnaire and Ravert, Gomez-Scott and Donnellan (2015) did not find any significant differences between paper and electronically based surveys in terms of response rates. In fact, Denscombe (2009) identified a range of evidence that online questionnaires produce lower item non-response rates than their paper-based counterparts. Unfortunately, the benefits of group administration that were apparent in the pilot were more difficult to achieve through remote delivery and the data collection procedure bore greater resemblance to a web-based survey. This was concerning as the response rate for web-based surveys has been estimated to be 11% lower than other survey modes (Yan and Fan, 2010). Indeed, several responses were not complete. However, Saleh and Bista (2017) revealed that survey response rate was influenced by a range of factors including the interests of participants, survey structure, communication methods, and assurance of privacy and confidentiality, and these were present regardless of the use of an online platform.

Nevertheless, Oppenheim (1992) warned of the biases that non-response presents and suggested that these 'situational' non-responses should be followed up. Furthermore, Saleh and Bista (2017) found that male participants were more likely to respond to surveys if they received a reminder. This was relevant due to a male dominated (97.73% male) course cohort. An email

reminder was issued one week after the questionnaire had been opened and the questionnaire was closed after two weeks. A further 37 responses were gleaned, although four of these remained partially completed.

Incomplete responses were removed from the study unless at least all questions in Section 1 had been answered. This resulted in 18 partially completed questionnaires being included for analysis. Including these partially complete responses, the questionnaire achieved an overall response rate of 40.3% (N=117). This was split by level of study as follows: 51.85% (N=42) at FHEQ L4, 26.47% (N=36) at FHEQ L5 and 42.86% (N=39) at FHEQ L6. In total, 49 participants indicated their opt-in consent to progress their participation in the study via a follow-up interview.

Recognising the need to combat respondent attrition between the questionnaire and interview phases of data collection, as had occurred in the pilot study, I aimed to conduct semi-structured interviews as soon as practicably possible after questionnaire completion. It was hoped that these timing considerations would reduce the influence of naturally occurring interventions such as student progression and retention. With the move to virtual mediums and daily face-to-face interaction "no longer reasonable" (Lackie *et al*., 2020, p.2), accessibility to participants was more difficult. Invitations were issued via email within 48 hours of questionnaire completion, with follow-up reminders issued one week later. This yielded a participant acceptance rate of nine students (comprising three at FHEQ L4, two at FHEQ L5 and four at FHEQ L6). Although the option to take part in a focus group interview was offered, all

participants chose an individual interview. These were completed within two weeks of the questionnaire closing.

Meanwhile, two tutors and six practitioners were approached via email with information about the study and an invitation to participate in either an individual interview or a focus group discussion. Both tutors took part in individual interviews and a focus group was held with four practitioners. These were all arranged on the basis of participant availability and in the case of practitioners, return from furlough leave. Indeed, Lackie *et al*. (2020) noted that in the midst of a global pandemic, researchers, educators and practitioners may have new priorities so their availability and commitment may fluctuate, with implications for adherence to intended data collection timescales.

4.6 Preparing Data for Analysis

The eleven semi-structured interviews and one focus group interview were recorded orally and visually then transcribed verbatim. Transcripts were uploaded to the NVivo 12 platform which provided features, such as highlighting, annotation and coding, with which to conduct thematic analyses. Each phase of analysis drew on Attride-Stirling's (2001) thematic networks approach whereby the aim was to "explore the understanding of an issue or the signification of an idea, rather than to reconcile conflicting definitions of a problem" (Attride-Stirling, 2001, p.387). The process of analysis was not different from established coding techniques in qualitative analysis in that it involved the systematised extraction of: 1) the most simple premises characteristic of the data (basic themes) which, to be fully understood, needed to be read within the context of other basic themes; 2) categories of basic themes grouped together to summarise

more abstract principles (organising themes); and 3) macro themes which encapsulated what the text as a whole was about (global themes). I was, however, inspired by the potential for a "sensitive, insightful and rich exploration of a text's overt structures and underlying patterns" (Attride-Stirling, 2001, p.386) through the web-like representation of emerging themes at each of the three levels and the opportunities to illustrate relationships between them. An example of a coded transcript can be found in Appendix 10, whilst an overview of the thematic coding of raw data extracts is provided in Appendix 11.

Meanwhile, the Qualtrics platform enabled not only the creation and distribution of the online questionnaire, but also provided tools for analysis of the gleaned quantitative and qualitative data. The majority of data was aligned to what Gray (2014) describes as 'categorical' data, whereby nominal response measures give a numerical value to participants' perceptions. In this case, given that there was no intention to test a hypothesis, descriptive statistics were the most appropriate tool for describing and summarising the categorical data. This would permit the use of bar charts which would make comparing the frequencies between answer choice categories clear for the reader to digest. Another way to analyse categorical data is through a cross tabulation. Here, a table consists of columns and rows containing frequency data from two or more questions, thereby providing an indication of the relationship between the variables (Qualtrics, 2022). Analyses performed on quantitative data can be found in Appendix 12. They are drawn upon to support the thematic discussion of emerging themes in Part Three.

4.7 Illuminating the Partiality of Knowledge through a Crystallised Representation

Derrida's (1973, p.104) assertion in 'Speech and Phenomena' that "the thing itself always escapes", questions the assumption that we can truly answer ontological questions of being. Inquiry is no longer solely a task of meaning making, achieved through simply comprehending the phenomenon under investigation. Language is understood as a set of competing discourses which produce meaning by defining social organisation and power, creating a view of reality and constructing one's subjectivity in ways that are historically and locally specific (Richardson and St. Pierre, 2005). The discourses available to an individual at any given moment determine the meaning they attribute to something at that time.

At any one point, individuals are subject to multiple and competing discourses in many realms, so their subjectivity is constantly evolving. Therefore, an individual's recollection of experiences is open to "contradictory interpretations governed by social interests and prevailing discourses" (Richardson and St. Pierre, 2005, p.961) in that given moment. Applied to the research context, it can be expected that different stakeholders will, over time, have developed multiple and competing perspectives about the role that they have played in the CoP and that this perspective is based on their subjective memory of the experience and discourses available to them at the point of recollection. For this reason, we have only a partial knowledge due to the "situational limitations of the knower" (Richardson and St. Pierre, 2005, p.961).

The partiality of knowledge means that the more we reveal, the less we know. Nevertheless, in the postmodernist climate of doubt, readers of qualitative research want to know how the researcher claims to know. The problem with traditional postpositivist methodological

triangulation, Richardson (1994) argued, was that although multiple methods were used validate findings, they were adopted on the assumption that there is a fixed object that can be validated or triangulated. Richardson (1994) proposed crystallisation as a postmodernist deconstruction of triangulation.

Critical theorists have warned of the ethical concerns of representing the beliefs of others, given that our knowledge of a phenomenon "cannot be separated from our beliefs about what constitutes knowledge, nor from the processes through which we produce knowledge" (Ellingson, 2009, p.36). For example, inductive approaches to analysis which derive a typology of themes, patterns, or patterns from data are prevalent in qualitative analysis and have been advocated for use in studies examining the constructed nature of knowledge claims arising out of relationships (Charmaz, 2006). They are often driven by the pursuit of a single reality through saturation of categories (Corbin and Strauss, 2008) but research shows that when another form of analysis is applied to the same data it is not always possible to uncover a single theme (Harwood, Gapp and Stewart, 2015).

Ellingson (2014) highlighted the benefits of adopting a creative, flexible amalgam of research tools. Taking a crystallised approach to data analysis and representation which was multi-layered and which embraced knowledge as situated, partial and enmeshed in power relations enabled me to bring together different forms of data and sense making. This resulted in work that recognises the intersubjective nature of all knowledge claims and reflects multiple ways of knowing (Ellingson, 2009). It presented an opportunity to explore multiple ways of understanding the lived experience, acknowledging that each account relies on the presence or

absence of others. Specifically, I adopted Ellingson's (2009) 'dendritic' crystallisation to achieve a pragmatic blend of inductive, deductive and abductive reasoning across three distinct phases. The phases of analysis were based on Palak and Wall's (2009) three dimensions of experience and rooted in Derrida's (1978) approach to deconstruction to represent, from several angles, the multiple lived truths in the RWL programme.

4.7.1 Phase 1: Revealing the Hierarchies in Systems of Thought

Based on Whitehead's (2010) assertion that Derridean analysis is concept-driven, the first phase of analysis sought to reveal the hierarchies in systems of thought relating to stakeholders' conceptualisations of employability. This was achieved through an inductive thematic analysis of transcripts which revealed several basic themes relating to conceptions of and orientations to employability. These were then organised into a series of broader belief systems. This provided a basis for further analysis of tensions, inconsistencies and self-contradictions in the text of the RWL programme which would ultimately lead to a dismantling of the hierarchy of thought.

4.7.2 Phase 2: Deconstructing the Experience using Activity Theory as an Analytical Tool

In the second phase of analysis I was concerned with deconstructing the operation of the RWL programme. Third-Generation Activity Theory (Engeström, 1999), with its emphasis on the use of tools, multiple perspectives and networks of interacting activity systems, has proven effective in research into learning in multiagency settings (Daniels and Warmington, 2007). It permits recognition of interrelatedness within and between components of multiple activity systems in a university-employer collaboration by viewing the activity as the unit of analysis. The

framework also acknowledges that partnerships consist of complex networks of subjects, often working at different levels and with different agendas. Vygotsky's (1978) depiction of the subject as constantly evolving within a culture of knowledge acquisition and application is relevant in the provision of RWL and a sense of ongoing development is implied through reference to the principle of historicity. Furthermore, the practice of boundary crossing correlates with the possibility that collaboration between different communities of subjects might generate new practices or understandings regarding the object. Most crucially to the deconstruction of experiences in RWL, Activity Theory has the potential to reveal tensions, such as those between priorities of enhancing the learner experience and meeting employer needs. Once identified, these tensions reveal opportunities for the reconfiguration of activity through the principle of expansive transformation.

Taking a deductive approach, Third-Generation Activity Theory (Engeström, 1999) provided an analytical lens through which to identify and code constituent elements of activity in the programme and explore stakeholder interactions and perceptions within this context. As such, Engeström's (1999) model provided a pre-existing framework of organising themes within which basic themes emerged.

4.7.3 Phase 3: Reconstructing the Narrative of Real-World Learning

The first two phases of analysis revealed contrasting ways of knowing and supported a deconstruction of the experience of RWL programmes which "opposes and redefines … reverses and reworks" dominant conceptions (Johnson, 1987, p.13). Acknowledging that it is difficult to treat themes systematically when "one theme always implicates the meaning

dimensions of other themes" (van Manen, 1990, p.168) and that we make sense of our lives through narratives (Bruner, 1990), I identified biographical narrative inquiry, which supports the study of stories of experience, as a useful tool for the final phase of analysis to "simultaneously address the insights of others related to the same phenomenon" (Jennings *et al.*, 2010, p.23). Indeed, Webster and Mertova (2007, p.4) highlighted the postmodernist "acknowledgement of the influence of experience and culture on the construction of knowledge" noting that narratives are "sensitive to the issues not revealed by traditional approaches".

In a "preliminary exploratory analysis" (Creswell, 2005, p.237), transcripts were scanned to make sense of the narrative and gain a sense of participants' subjective experiences. Drawing on the work of Clandinin and Connelly (2000), I sought meanings that participants attributed to events, people and ideas that they encountered in RWL. Notes were made on points of commonality or conflict amongst and across stakeholder groups.

Thematic analysis was informed by a genre of narrative inquiry called Bildungsroman. Based on the idealist philosophy, bildung is an individual's responsibility to develop their full potential through active engagement with the world around them (Kontje, 1993). It is argued that one's bildung can be developed through education and cultivation (Kim, 2016). Bildungsroman as a genre of narrative writing therefore focuses on personal growth and identity development in which growth is said to occur despite or because of various tribulations. I refer to these dissonances as 'critical incidents' in the participant experience of RWL. Basic codes were developed for critical incidents associated with events, people or ideas. These were subsumed

under three organising categories of critical incident, derived deductively from the principles of bildungsroman.

Drawing on the "exemplificative" structuring proposed by van Manen (1990, pp.168-171) the thematic discussion which juxtaposes narrative representation with an academic commentary enabled an analytical reconstruction of the narrative, told from the perspective of the student, the tutor and the practitioner, to enable the lived experience to be meaningfully understood. This was important because each of the stakeholders carried within themselves specific positionalities which influenced their perspective of reality at the time (Jennings *et al.*, 2010). Furthermore, given the role of identity in a university-industry collaboration, different meanings may be attributed to the same events at different times and by different stakeholders.

Finally, I brought key findings from all three phases of analysis together, drawing on abductive reasoning techniques to achieve a "methodological bricolage of representation and interpretation" (Denzin and Lincoln, 2005, p.xiv). The model presented in the latter part of Chapter 7 demonstrates the connections between the three dimensions of experience identified by Palak and Walls (2009) as exemplified in this case of university-employer collaboration in RWL.

4.8 Commitment to Credibility and Trustworthiness

A commitment to upholding reliability and validity in the development of data collection tools has been explained throughout this Chapter, but when considering qualitative research from a broader perspective in terms of its contribution to the field, both Corbin and Strauss (2008) and

Thomas (2017) suggested that principles of reliability, validity and replicability are redundant. Moreover, a case is studied to generate an understanding of the case itself and therefore replication is not the goal (Thomas, 2011). Instead, notions of credibility and trustworthiness place emphasis on the reader's authority to judge the value of findings and to trust that the researcher has presented the most reliable representation of the case (Stewart, Gapp and Harwood, 2017).

Indeed, it is argued that studies involving a narrative aspect should be judged on the dependability, consistency and trustworthiness of the research process and interpretations rather than on conventional measures of validity and reliability (Duff, 2008). The aim is to tell participants' stories through rich and truthful accounts in order to create the sense of phenomena at a particular point in time and context (Lambotte and Meunier, 2013). In this regard, a crystallised approach acknowledges that there is no single truth and that texts can serve to validate themselves (Richardson and St. Pierre, 2005).

Credibility and trustworthiness can be established through several strategies (Tobin and Begley, 2004). For example, in their narrative inquiry into teacher identity, Liu and Xu (2011, p.591) reiterated that their aim was "not to produce generalisable data, but a rich and nuanced understanding of one teacher's identity formation". They defended their commitment to credibility and trustworthiness by explaining that they established a relationship of trust with their participant to help ensure that "the stories are told with fidelity" (Liu and Xu, 2011, p.591) and detailed their data analysis processes in such a way that readers could scrutinise them independently. The research drew on Yin's (2011) framework for the achievement of credibility

and trustworthiness in qualitative research which includes 1) transparency, 2) methodical-ness and 3) adherence to evidence.

The first objective of transparency was apparent in the rich descriptions which are achieved through the crystallised approach to data collection and analysis. The planning and process of data collection sought authenticity not as an absolute truth but as a quality of the data (Polsa, 2013). During the development and piloting of data collection tools, a continual review of the research questions ensured a focus was maintained. Furthermore, maintenance of a clear audit trail in the development of data collection instruments assists in demonstrating rigour. Following this, the crystallised approach promoted ongoing reflection during the data collection, analysis, interpretation and reinterpretation. As a result, the accounts offered the potential for multiple feasible perceptions to be reconstructed from the data, thus contributing to the creation of trustworthiness.

Methodical-ness was about maintaining a systematic approach from data collection to interpretation (Stewart, Gapp and Harwood, 2017). This was achieved by following a clear set of stages to compile, disassemble and reassemble the data, as outlined throughout this Chapter and supported by the appendices. The orderly approach was complemented by constant comparison methods to give completeness and reinforce trustworthiness and credibility (Yin, 2011).

The final aspect of Yin's (2011) framework was achieved by applying intuition and creativity to the systematic exploration of data (Janesick, 2001). Stewart, Gapp and Harwood (2017)

argued that adherence to evidence can be demonstrated through a combination of the step-by-step documentation of the research process which also accounts for the evolving nature of a crystallised approach. The development of a chain of evidence was thus important as an iterative and reflective process which supported the documentation of multiple perspectives as they evolved (Patton, 2002). Therefore, decisions about which data to include or omit were recorded at each stage of the research process and this created a clear audit trail that demonstrated a logical path from the research question through to the conclusion (Gibbert, Ruigrok, and Wicki, 2008). Furthermore, although the subject was observed without intervention, Thomas (2017) noted that social scientists are not expected to assume the position of neutral observer. He stressed that whilst the researcher should immerse themselves in the research context, their positionality influences the interpretations that they offer. Whilst I have made my positionality as practitioner-researcher explicit from the outset, transparency regarding the control I exercise over variables such as curriculum content and consequently the possibility of biased interpretations (Baskerville, 1997) was necessary throughout the presentation of findings.

Overall, a commitment to creating trustworthiness and credibility through multiple views was not about achieving reliability or validity. It was about accepting an alternative that acknowledges the depth, complexities and rigor required in qualitative research (Flick, 2009).

4.9 Ethical Considerations

A commitment to conducting rigorous, credible and trustworthy research is linked to ethical practice. The study engaged with the research ethics requirements of the Economic and Social

Research Council (ESRC, 2015), British Educational Research Association (BERA, 2018) guidelines and the University of Birmingham Code of Practice for Research (University of Birmingham, 2020).

Fisher and Anushko (2008) identified three core principles which underpin codes and guidelines for ethical practice in the social sciences and it was on these principles that application for ethical approval was successfully sought from the University of Birmingham's Ethical Review Committee (Appendix 13).

The principle of beneficence refers to an obligation to promote the well-being of others by maximising research benefits and minimising research harms (Frey, 2018). The study had a clear purpose and was intended for the benefit of the participants involved. Indeed, Breen (2006) noted that research participants often expect to gain from participation, so the benefits of taking part were explained in written format via the participant information leaflets (Appendices 14-17) and reiterated verbally at each phase of data collection. This principle is linked to non-maleficence which requires an intention to avoid needless harm, such as distress; anxiety; physical discomfort, as well as an awareness of broader negative consequences which might arise. For example, BERA (2018) guidelines point out that harm may include reputational damage for academic staff and potentially the institution involved. I used my professional experience and judgement to determine that participants could mitigate against any perceived threat to reputation by exercising their right to voluntarily participate or withdraw from the study at any time. As such, the principle of beneficence is closely linked to that of respect.

BERA (2018) frames the second principle as respecting autonomy and therefore implies the use of procedures to obtain voluntary informed consent. Voluntary informed consent was provided by all participants via a consent form appended to the questionnaire. The consent form referred participants to the information leaflet which gave sufficient information, in a suitable format, about the research so that participants could make an informed decision as to whether they wanted to take part. Singer (1978) and Grayson and Myles (2005) warned that a request for signed consent forms could reduce response rates by 7%, therefore opt-in consent was recorded via a tick box. Part of the protections for participant autonomy is their right to withdraw from a research study. Therefore, participant information leaflets notified participants of their right to withdrawal.

One consideration that may be particularly pertinent in educational research is that student participants should receive no negative repercussions from their decision to participate or withdraw, for example in their relationship with staff members which is a particularly pertinent issue in the present study due to my position as teacher-researcher. However, Cochran-Smith and Lytle (1993, p.23) define teacher-research as "systematic, intentional inquiry" which is well ordered and documented. They note that although it emerges from questions which reflect "teachers' desires to make sense of their experiences" (Cochran-Smith and Lytle, 1993, p.24), it is likely to be relevant to a variety of contexts. Furthermore, Pring (2012, p.28) positions teacher research as "a distinctive kind of research in which ethical questions about aims are integrated with practical proposals and empirical testing of hypotheses". Acting on BERA (2018) guidelines for good practice, I approached the collection of data with sensitivity and debriefed participants at the conclusion of their participation. This provided an opportunity to

ensure that participants felt comfortable and confident that no negative repercussions would arise from their participation.

The study complied with legal requirements in relation to the storage and use of personal data as set down by the Data Protection Act 2018 by ensuring the storage of participant data, including questionnaire responses, interview recordings and transcripts, on a secure computer which was only accessible by the researcher and supervisor (Bell and Bryman, 2007).

Furthermore, there is a suggestion that recording of interviews can influence the degree to which participants may divulge on some topics (Thomas, 2017) but it was considered that offering a right to withdrawal outweighs any harmful effects of producing video and audio recordings. Indeed, when obtaining voluntary informed consent, it was necessary to make participants aware of the level of confidentiality that they could expect. Kelly (2009, p.1) noted the growing "criticism of BERA and ESRC ethical guidelines on anonymity and pseudonymity as default positions for participants in qualitative educational research". As Kelly (2009, p.2) pointed out, "anonymity is a temporary and misleading illusion" because contextual information can easily be used to uncover identity. ESRC (2015, p.26) guidance obliges researchers to consider "the form and context of the publication of research results … to ensure that media coverage does not compromise research participants, co-researchers or funding bodies or breach confidentiality".

It was considered that the results would not warrant sufficient media attention to cause any risks to participants arising from anonymity and confidentiality. However, it is still unethical to

promise anonymity where it cannot be maintained, for example in the use of focus groups where it is impossible to ensure that participants themselves adhere to the rules (Parker and Tritter, 2006). It should be acknowledged that in a focus group scenario, responses may be distorted by social pressures (Breen, 2006). However, Kitzinger (1994) worked with groups of participants who already knew each other, finding that participants could relate to each other's comments which increased the richness of discussion. Nevertheless, the fact that participants were known to each other prior to the study, means that anonymity and confidentiality of participant data could not be guaranteed. Participant information leaflets therefore emphasised the importance of respect for confidentiality and participants were required to sign a confidentiality agreement.

The final ethical principle that of justice, refers to the obligation to ensure the fair conduct and distribution of research across populations and sensitivity to diversity in and beyond the sample. It includes considerations of the relevance of findings to different communities and transparency about claims of generalisability.

BERA (2018) guidelines state that researchers have an ethical responsibility to the community of educational researchers and must endeavour not to bring research into disrepute, for example by falsifying research evidence or findings or undertaking work for which they are perceived to have a conflict of interest. Furthermore, the ESRC (2015) framework for research ethics states that the independence of research must be clear and any conflicts of interest or partiality must be explicit. Maintaining a reflexive approach throughout, I have acknowledged my subjectivity, critically considered what factors may influence my interpretation and construction of knowledge. As a result, I recognise the limitations of the knowledge produced

but am confident that my positionality as teacher-researcher and the associated teacher-student relationship did not present a significant conflict of interest.

Hillage *et al.* (1998) suggested that research in education tends to be presented in a manner that is inaccessible to non-academics and which does not consider the significance for wider audiences. I consider it my ethical responsibility to communicate these findings and the practical significance of this research, in a straightforward fashion for the benefit of educational professionals and policy makers to gain a wider public understanding of educational policy and practice.

4.10 Methodological Limitations

Like Castro Superfine (2020, p.1), I acknowledged the opportunity "to reconceptualise how to continue data collection in line with the goals of [my] research, but under the constraints that the pandemic has presented". However, I believe that the move to online learning and subsequent loss of day-to-day in person connection with the intended research participants as well as logistical restrictions in terms of the national ban on gatherings such as a whole cohort activity, had an unfortunate impact on questionnaire response rate and more significantly on student participants' consent to further participation in the study through interview. Nevertheless, there is evidence to show that studies with smaller sample sizes can actually provide greater depth in the reflection of the contextual dimensions (Lamont and White, 2005).

Moreover, whilst one-to-one interviews are useful for probing for an understanding of individual experiences, the flexibility of this method leaves room for the interviewer's personal

influence and may introduce the possibility for social desirability bias (Barriball and White 1994). This is where the participant gives what they feel is the 'correct' answer whether they believe it or not which may have been particularly relevant in the case of student interviewees due to my position as teacher-researcher. The collective sharing of experience in focus group interviews has been shown to help participants articulate their orientations and reveal much more than their individual perspective on an issue (Kneale, 2002). Indeed, Kitzinger (1994, p.113) argued that this process has advantages over questionnaires and individual interviews as it holds respondents accountable for their views and therefore gleans a richer understanding of "not only how people theorise their own point of view but how they do so in relation to other perspectives". Had time and accessibility allowed, it would have been preferable to conduct focus group interviews with students and tutors as first intended. This would have offered concurrent validity (Oppenheim, 1992) and may have proven useful in combatting any questions of bias which are usually raised when educational researchers conduct survey research in their own professional contexts (Cohen, Manion and Morrison, 2017).

PART THREE: RESEARCH FINDINGS

Part Three offers an analysis and presentation of findings. Table 1 provides an overview of how each RQ dictated each of the global themes, with organising themes and basic themes emerging from the process of analysis. Each of the subsequent Chapters (5, 6 and 7) presents a thematic network map relevant to each RQ, along with discussion of emerging themes which is exemplified with raw data extracts and analyses. Conclusions and recommendations are provided in Chapter 8.

Table 1: Overview of Global, Organising and Basic Themes

Global Theme	Organising Themes	Basic Themes
Conceptualisations of and Orientations to Employability	Occupational Competence	Securing Employment
		Functioning in Employment
		Skills
		Skill Application
	Knowledge	Not What You Know but Who You Know
		Qualifications
		Having a Degree
		Knowledge of the Industry
		More than a Degree
	Experience	Gaining Experience
		Learning from Experience
	Self-Awareness	Independence and Accountability
		A Growth Mindset
		Reflection
		Confidence
	Fitting In	Alignment of Goals and Values
		Adaptability
		Connecting the Dots
		Preparedness
		Making an Impression
		Overcoming Imposter Syndrome
		Networking
Perspectives on RWL through the Lens of Activity Theory	Subject and the Community of Practice	Identity in the Community of Practice
		Significant Others
		Working Relationships
	Tools	Language of the Work Environment
		Significant Others as Mediational Means
	Rules	Environmental Influences
		Organisational Structures and Limitations
		Programme Design
	Division of Labour	Perceived Distribution of Roles
		Perception of Individual Responsibility
		Expectations of Others
		Motivation to Engage
	Object and Outcome	Reputational Concerns
		Organisational Capacity
		Personal and Professional Development
		Perception of Mutual Benefit
Creation and Maintenance of an Employability Culture	The Journey and Context of Personal Growth	Comfort Zone
		Expansion of Learning
		Metrics and Targets
		Past Experience
	The Tension between the Ideal and the Reality	Expectations of Others
		Workload and Time Pressures
	The Role of Dialogue and Uncertainty in Personal Transformation	Interaction
		Practice
		Self-Doubt

CHAPTER 5: REVEALING THE HIERARCHIES IN SYSTEMS OF THOUGHT - CONCEPTUALISATIONS OF AND ORIENTATIONS TO EMPLOYABILITY

RQ1: How do stakeholders conceptualise and orientate to employability?

The first phase of thematic analysis revealed 22 conceptions of and orientations to the notion of employability, which were organised into five belief systems. These are presented as a Thematic Network Map in Figure 2.
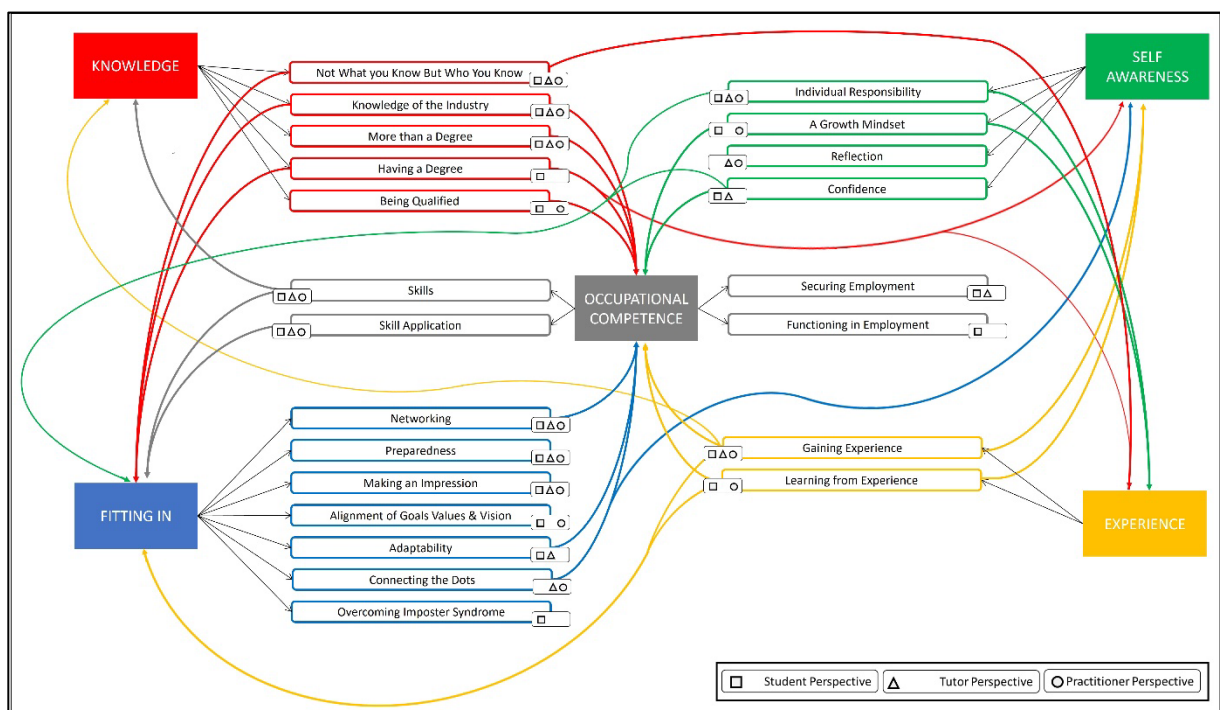

Figure 2: Systems of thought in stakeholders' conceptions of and orientations to employability

It was important to acknowledge that underlying assumptions which form the basis for professional thought and social action may be unspoken and implicit (Whitehead, 2010), so an indication of which stakeholder group(s) had displayed positive orientations to each basic theme was included to reveal areas of discursive silence, inconsistencies and contradictions across stakeholder beliefs.

Faulconer (2010, p.5) suggested that "the point of deconstruction is to show where something has been omitted, not because of the blindness of the author, not because the critic is smarter or better, but because that is the way things are". This highlights the relevance of a search for silences and contradictions in the text in order to reveal and challenge the systems of belief. Furthermore, Ozmon and Craver (2003) explained that the author and the readers or listeners bring to a discourse their own meanings shaped by experience, and the context in which the writing, reading and listening occurs can further influence the understanding of the writers, readers and listeners. Indeed, Hemingway's Theory of Omission (1932), which is centred on the idea that there is always more to a story that what we may read, hear or see, explains that when a writer knows enough about what they are writing about, they may omit things that they know thus assuming the reader also knows. On this basis, Johnstone (2018, p.71) explained the role of "presupposition" and "implicature" in the tendency for writers or speakers to make assumptions about what meanings readers or listeners will imply. Omitted or untold parts of a text or narrative can therefore have an interactive role in shaping the interpretation of the narrative by others (Sadeghi, 2015) and it is on this basis that attention to silences and contradictions was necessary.

Finally, it was recognised that the text "is produced only through the transformation of another text" (Derrida, 1982b, p.86). In this regard, basic and organising themes, as things, can only have meaning in relation to other things or themes. Therefore, references to basic themes were re-read for collocations with other themes. When added to the Thematic Network Map, the "points of connection at which one line of argument is spliced with another" (Whitehead, 2010, p.120) were identified.

Further analysis (Appendix 12) of the frequency of positive references made by stakeholders to each belief system provided a breakdown of the hierarchy in systems of thought held by each stakeholder group and revealed several areas of tension. These are summarised in Table 2.

Table 2: The Hierarchy of Stakeholder Belief Systems

| Ranking | Stakeholder | | | | |
	Student FHEQ L4	Student FHEQ L5	Student FHEQ L6	Academic Tutor	Industry Practitioner
1	Occupational Competence	Knowledge	Knowledge	Occupational Competence	Experience
2	Knowledge	Experience	Experience	Fitting In	Self-Awareness
3	Experience	Self-Awareness	Self-Awareness	Self-Awareness	Knowledge
4	Self-Awareness	Occupational Competence	Fitting In	Knowledge	Fitting In
5	Fitting In	Fitting In	Occupational Competence	Experience	Occupational Competence

This phase of analysis ultimately sought to dismantle the hierarchy of thought by highlighting a state of aporia. Indeed, collocations and their directionality depicted in Figure 2 revealed that the emerging belief systems do not operate in isolation and consequently stakeholder conceptions and orientations may be represented as undecidables that do not conform neatly to one side or the other of a dichotomy (Caputo, 1997). The dissonance indicated here highlights the need for both the systems of thought themselves and their relative position in the hierarchy of beliefs, to be examined for tensions, inconsistencies and self-contradictions.

5.1 Employability is… Occupational Competence

The conceptualisation of employability as occupational competence reflects the widely accepted definition of employability as an individual's ability to gain employment, maintain employment, move between roles in the same industry and find suitable and fulfilling work (Hillage and Pollard, 1998). Likewise, themes arising in the present study were related to

securing employment and possessing the skills to function effectively in that employment. This arguably draws parallels with the theory of work ability (Ilmarinen, 1999) whereby functional capacity, professional competence, skills and know-how are identified as one of a series of interrelated factors influencing an individual's capacity to manage the demands of employment, and to ultimately achieve professional success (Seibt *et al.*, 2009).

An orientation towards securing employment was particularly prevalent in interviews with students. This was further exemplified through analysis of the 30 most frequently used words (Appendix 12) in responses to Q1 of the questionnaire, 'what does employability mean to you?'. As shown in Figure 3, an orientation to notions of employment was common across all levels of study.
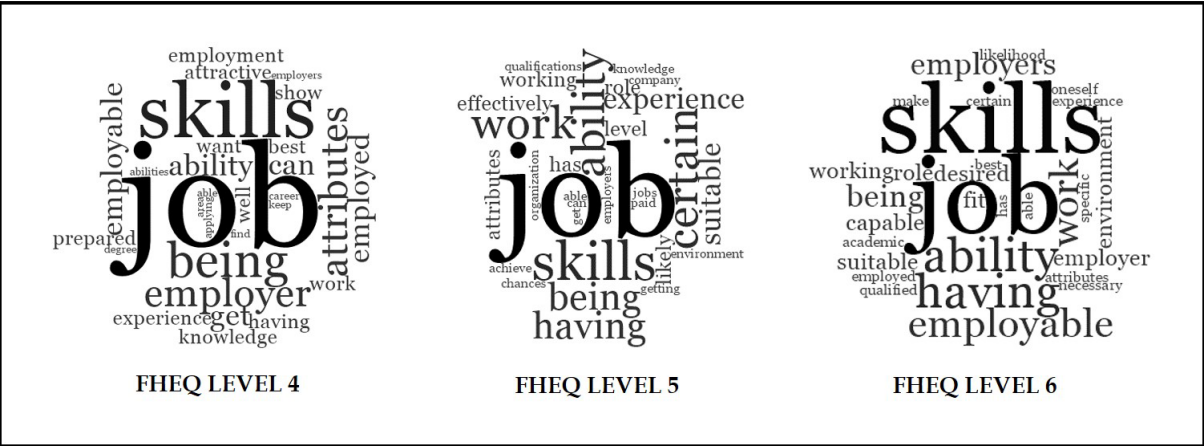
Figure 3: The Meaning of Employability to Students

These observations correlate with the work of Kinash *et al.* (2017), who examined the career related decision-making process of undergraduates and postgraduates in Australian universities. Their findings revealed that on entry to university and during their studies, most students were unable to clearly articulate their post-course employment goals. Furthermore, it became apparent that students were unlikely to access careers advice until the latter stages of their

studies. In the UK, Hassel and Ridout (2018) found that up to 87% of students expected to make decisions about their future careers at some point during their undergraduate course but that they did not enter university with a clear set of employment goals in mind. It is clear, then, that students in the early stages of undergraduate study are less likely prioritise longer term employment outcomes. Therefore, it is unsurprising that the framing of employability in terms of securing employment led to tensions regarding the relative importance of employability itself, particularly at FHEQ L4 and L5:

> "I wouldn't say [employability is] an important thing in terms of being employable" (Johan, Student L4)

> "I think [employability] is not a priority. Having a job" (Daniel, Student L4)

> "Employability is not that important in the moment" (Michael, Student L5)

Findings corroborate Tymon's (2013, p.12) observation that first and second year students held a narrow view of employability based on the belief that "employability is a short-term means to an end, being about finding a job, any job, or employment". Arguably, this belief is perpetuated by the focus on graduate employment as a metric of employability in the TEF. Indeed, Yorke (2006, p.7) warned that employability "is not to be confused with the acquisition of a job, whether a 'graduate job' or otherwise", while Succi and Canovi (2020, p.1841) revealed employers' frustration at graduates' "unrealistic expectations regarding the corporate world and their lack of responsibility in acquiring and developing soft skills".

With the ability to function in employment as another theme emerging from interviews, it corresponds that when presented in the questionnaire with a list of Yorke and Knight's (2006) 39 'Aspects of Employability' and asked to identify the five most important items, students

most frequently selected 'the ability to work efficiently'. This aspect was chosen by 49% (N=57) of students (26.32% at FHEQ L4, rising to 31.58% and 42.11% at FHEQ L5 and L6, respectively). Based on each student choosing five items in total, this aspect represented 9.47% of all selections (Appendix 12).

Meanwhile, reflecting the positioning of skills as an element of employability in terms of human capital (Jackson and Chapman, 2012), the notion of skill and skill application leading to the ability to function in employment was referenced in all stakeholder interviews:

> "You need to be able to identify what your skills are and how you can use those skills in specific scenarios" (Johan, Student L4)

> "What skills you have … you need certain skills" (Archie, Student L5)

In some cases, specific skills were mentioned. For example, correlating with Yorke and Knight's (2006) three-way categorisation of the aspects of employability, the core skill of communication was emphasised by both students and tutors. Meanwhile, process skills such as problem solving, planning, teamwork and time management and IT skills were cited:

> "Communication's important. Both when speaking to other people and while we're listening as well. It's important to take on board other people's ideas and concepts. But you need to be able to suggest your own ideas at the same time" (Johan, Student L4)

> "I would say being an effective communicator is probably the most important thing … being able to work as part of a team … I think leadership skills are really important … problem-solving … those simple skills like planning and organising" (Rachel, Tutor)

Findings echoed previous studies (Andrews and Higson, 2008; Succi and Canovi, 2020) where communication and teamwork were frequently identified as the most relevant skills to employability.

Supporting Gedye and Beaumont's (2018) conclusions, it was notable that final year students had an expanded employability vocabulary and were better able articulate a wider range of skills than students at other levels of study:

> "Time keeping … organisational skills … teamwork skills the ability to work as a team … the ability to be attentive to details … to meet deadlines" (Salvatore, Student L6)

> "How well you communicate with people … how well you work in a team … how diligent you are … your punctuality" (Andrew, Student L6)

Meanwhile there was a discursive silence amongst tutors and practitioners around the relationship between employability, employment and the possession of specific skills. It was clear that the possession of a tangible skill set was expected and perhaps therefore was considered undeserving of deeper discussion:

> "It's almost those basic skills that we assume everybody has. But in actual fact lots of people need to develop those skills. So I think we automatically assume that people know how to communicate in a professional manner. You would assume people have good time management. They're able to plan. They're able to work as part of a team. But that's not necessarily true. I think we take for granted that people would have these skills" (Rachel, Tutor)

> "For me employability is baseline … my default expectation if you apply for a role with me is that you'll be employable" (Callum, Practitioner)

Corroborating observations that "employability is different to employment, since it is perfectly feasible for a graduate to be employable – capable of undertaking a job, without being employed" (Donald, Baruch and Ashleigh, 2019, p.600), practitioners were keen to emphasise that although the possession of a skill set does make candidates employable, it does not necessarily lead to the securing of employment:

"Most people have got the skills to be employable but it's those that go above and beyond that will probably be more successful in gaining employment" (Anna, Practitioner)

Succi and Canovi (2020) alluded to employers' search for graduates with the right attributes and Knight and Yorke (2002, p.266) insisted that "personal qualities pervade employability". Attributes such as initiative, responsibility, flexibility, motivation and enthusiasm were perceived to be important for future employment by students and graduates in engineering (Nguyen, Yoshinari and Shigeji, 2005) and business (Athiyaman, 2001), which correlated with findings of the present study. Corroborating Gedye and Beaumont's (2018) findings, 46.32% of all students identified the aspects of employability associated with personal qualities as important, whereas just 23.42% and 30.26% of students attributed any value to core or process skills respectively. Further analysis of respondents' selections in Q2 of the questionnaire (Appendix 12) revealed which of Yorke and Knight's (2006) categorisations each individual respondent aligned to, summarised in Table 3. Despite their apparent emphasis on core and process skills when asked to verbally discuss the components of employability, students at all levels orientated much more overtly to Yorke and Knight's (2006) category of personal qualities when asked to identify items from a list.

Table 3: Student Orientations to Yorke and Knight's (2006) Aspects of Employability

	Personal Qualities	Core Skills	Process Skills	Personal Qualities & Core Skills	Personal Qualities & Process Skills	Core Skills & Process Skills
Student FHEQ L4	43%	5%	19%	19%	5%	9%
Student FHEQ L5	50%	0%	8%	14%	11%	17%
Student FHEQ L6	38%	13%	18%	5%	18%	8%

Findings indicated that whilst students do appreciate the relevance of personal qualities alongside more tangible core and process skills, they lack an ability to articulate how factors

concerning the self may be related to an end goal of securing employment. This tension, which will be revisited in Chapter 5.4, has clear implications for HEIs in not only implementing work-related learning but, at a deeper level, raising awareness of those intangible traits and supporting students to engage with their "graduate identity and self-perception of employability" (Griffiths *et al*. 2018, p.891), which is necessary "if graduates are to remain relevant in rapidly changing labour market landscapes" (Griffiths *et al*., 2018, p.891).

Overall, occupational competence dominated the hierarchy of belief systems for first year undergraduates. It was interesting that this outcome-focused conceptualisation featured highest in the hierarchy of beliefs held by tutors. This may be illustrative of reputation and accountability concerns, perpetuated by the inclusion of graduate destination metrics in the TEF and arguably resulting in adherence to what Skelton (2007) termed a 'performative approach' to the provision of high-quality teaching in HE. Conversely, occupational competence fell to fourth and fifth in the hierarchy of belief systems for students at FHEQ L5 and L6, respectively. This observation correlates with Gedye and Beaumont's (2018) observation of an extrinsic to intrinsic shift in the framing of perceptions on employability, whereby a greater expression of self-efficacy over time results in a greater tendency for students to perceive employability as a concept for which they can take ownership. While the infrequency of references to occupational competence made by final year students is echoed by practitioners, it is apparent that students and tutors become increasingly mismatched in their perspectives of the value of occupational competence. This tension could mean that tutors' efforts to support the development of skills and competences to thrive in specific employment scenarios may be met with resistance, especially in latter stages of the undergraduate degree where priorities such as the attainment of the qualification may become more important.

5.2 Employability is… Knowledge

Looking at the conceptualisation of employability as knowledge, 99.15% of students (N=116) indicated that they expected their university studies to support the development of their employability. Moreover, when asked to describe how this might be achieved, the term 'knowledge' was the second most frequently used term. This was the case both collectively and at each level of study (Figure 4).

Figure 4: Students' perception of how a degree develops employability

Corroborating Komulainen *et al*.'s (2012) observations of the belief amongst students that the attainment of an academic degree validates the fact that they possess key employment attributes, students in the current study placed value on the possession of a degree on the assumption that it would provide the knowledge required to successfully secure employment:

> "The status quo says that if you got a degree, a masters, a PhD you may have more opportunities than somebody that doesn't have them" (Mel, Student L6)

> "I feel that I have to enhance a lot more my knowledge through further studies in order to be employable" (Salvatore, Student L6)

Findings also echoed students' responses in Tomlinson's (2008, p.52) study where "they viewed the acquisition of HE qualifications as a significant boost to their level of human capital, which would provide them with advantages in the labour market". Furthermore, the attainment of the degree certificate was commonly collocated with notions of self-confidence, which is discussed further in Chapter 5.4:

> "I wouldn't be as confident [without a degree] because if someone questions my ability I could then back myself and say yeah but I've got a degree in it … I know what I'm talking about" (Kyle, Student L4)

Observations correlated with results of the Clark University Poll of Emerging Adults (Clark University, 2015), which focused on perspectives of 'Millennials' (born between 1980 and early 2000) on their decisions to study for a degree. The study found that factors associated with human capital such as having a better chance of finding a good job, the possibility of making more money, and broadening one's knowledge of the world were a dominant motivation.

It has been suggested that with the introduction of tuition fees, students are increasingly likely to orientate their participation in HE towards tangible outcomes, namely their potential to succeed in the labour market (Tomlinson, 2008). Indeed, tutors recognised the role of fees as a contributing factor in students' tendency to tie the attainment of a degree to the possession of knowledge which ultimately leads to employment:

> "I think the general expectations of a university student have changed … and university students expect more from the university. They're paying a fee, aren't they? They expect us to give them an education give them a good degree and get them a job. Unfortunately, that's not the real world" (Teresa, Tutor)

In a study of North American students' perspectives, the perceived value of education was significantly associated with the generation and the degree to which students were satisfied with the accumulation of student debt (Johnson *et al*., 2016). It was further purported that younger students may be less satisfied with the value of their education because they had not yet experienced or seen sufficient evidence of a potential financial return for their investment in education (Johnson *et al.,* 2016). This correlated with comments made by students in the early stages of their studies:

> "We're paying 9K for this degree so we're gonna have to do it" (Kyle, Student L4)

> "At the end of the day you're paying 9000 pounds a year to learn" (Johan, Student L4)

A further issue of contention concerned whether the degree itself is enough to guarantee employment and whether it is therefore a valid indicator of employability. Corroborating Brown and Hesketh's (2004) suggestion that employers are attaching increasingly less importance to academic credentials, practitioners frequently emphasised the need for candidates to demonstrate that they have more to offer than a degree certificate:

> "Based on my experience of students there's that expectation that you've got to come out university and get a job and it's going to happen because of the course that you've done. And just putting that course on your CV is enough. And that's not the case" (Callum, Practitioner)

Coupled with the 'degree is not enough' debate were frequent references, particularly by students, to the infamous axiom that 'it's not what you know, it's who you know'. This was perhaps unsurprising given comments from practitioners such as:

> "The last person we hired in my department we already knew him from work experience and we knew that he knew what he was supposed to be doing" (Ellie, Practitioner)

Tomlinson (2008) identified the increasing emphasis that students placed on the accumulation of experience and achievements gained outside the formal learning of their degree course. He attributed this to a recognition that employability and labour market outcomes were no longer represented through formal credentials. In Tomlinson's (2008) study, this led students to pursue extra-curricular activities and skills which were considered to be of greater use in the labour market. Data in the present study echoed Tomlinson's (2008) conclusions, as the need to set themselves apart from other graduates with similar credentials was recognised particularly by students approaching graduation:

> "By the end of your degree when you've got thousands of other people applying for similar jobs you need to find something that puts you out from the others" (Stuart, Student L6)

This corroborated Tomlinson's (2008, p.49) conclusions that while academic credentials are valued, students acknowledge the "need to add value to them in order to gain an advantage in the labour market". However, student perspectives were contradictory and, despite a notable silence amongst tutors and practitioners regarding the role of an undergraduate education in providing knowledge for employment, it was clear that several students continued to view their studies as a priority, even at the expense of other employability enhancement opportunities:

> "For the moment for first year and maybe second year it's looking to develop your skills and learn" (Johan, Student L4)

> "Right now my focus is getting my school work done … working towards this degree and then using this degree to get a job and become employable" (Archie, Student L5)

To explain this, we should consider Tomlinson's (2008) observation that students with a weaker understanding of how they might apply their academic credentials to employment scenarios had only a vague sense of the value of their studies. It follows then, that students with a limited sense of how they might apply informal extra-curricular activities might be left confused as to

the worth of such experiences in relation their degree education and the labour market. On the other hand, the apparent tensions may be explained by suggestions that a university degree and the related academic abilities represent a noteworthy part of students' social identity (Räty 2015). In this regard, some student and practitioner conceptualisations corresponded with the suggestion that increased industry knowledge and awareness of the labour market contribute to social capital and therefore employability (Fugate, Kinicki and Ashforth, 2004):

> "Understanding the football industry a bit better so that when you go for a job you have a wide range knowledge and you look like you know more" (Johan, Student L4)

> "I think that knowledge of the industry helped me to understand that you don't necessarily have to go straight into the type of job you want to do forever. But you can get a foot in the door by being clever with the pathways you choose" (Anna, Practitioner)

Furthermore, Johnson *et al.* (2016) found that social capital investment was an increasingly important reason for younger students to pursue an undergraduate education. The authors noted the relevance of this observation for HEIs, stressing that an emphasis on networking and social opportunities may become a necessity for attracting potential students. Indeed, Chapter 5.5 will highlight the increasing prominence of social awareness in stakeholder conceptions of employability.

Overall, students emphasised the conceptualisation of employability as knowledge much more frequently than tutors or practitioners. This is not surprising given that the massification of HE and associated growth in the range and availability of degree qualifications has placed pressure on students to attain a degree on the assumption that this will provide access to jobs (Tomlinson, 2008). However, the silence amongst tutors on the issue of industry awareness was reflected in one student's perception of a misguided emphasis by tutors on skills-based knowledge:

"Skills are important but I think knowing the jobs and knowing what they entail is maybe overlooked a little bit … it is important to know about the environment you're going into and what's out there as well so that you know what to apply for what you can find out what you want to do" (Stuart, Student L6)

Comments such as this corresponded to the lack of attention paid by students to 'Application of Subject Knowledge' when asked to indicate the most important aspects of employability development in the questionnaire (Appendix 12). Despite the frequency of references to subject knowledge in interviews, this item was selected by just 23.81% of students at FHEQ L4, reducing to 19.44% and 17.95% at FHEQ L5 and L6 respectively.

Findings revealed a mismatch in stakeholder perceptions of the purpose of HE which echo key debates in the extant literature whereby university on the one hand is championed as a site of knowledge acquisition and on the other as a site of knowledge transformation. This debate is inherently linked to the value afforded to various curricular and extra-curricular aspects of an undergraduate degree with consequences for any efforts to embed RWL as either a curricular or an extra-curricular experience.

5.3 Employability is… Experience

The conceptualisation of employability as gaining and learning from experience supported previous studies suggesting that work experience is perceived by students and employers as beneficial (Huq and Gilbert, 2013; Helyer and Lee, 2014).

In relation to the practitioner perspective, Curtin (2004) and Finch *et al*. (2013) identified that employers took account of a candidate's work experience when making hiring decisions.

Indeed, Taylor (2005) suggested that because it was difficult for employers to objectively assess the possession of skills and attributes, judging prospective employees based on their work experiences would provide a much more valid assessment of their ability to transfer skills to different contexts. It is unsurprising then that the notion of gaining experience was referenced more commonly by practitioners than any other theme:

> "At all levels of education you should have that form of experience to go out and become employable … there's that fundamental base that makes you employable or desirable for a company. But have to have experience within football … go out and experience being in an industry" (Anna, Practitioner)

Practitioner comments were largely consistent with the extant literature. For example, Jackson and Tomlinson (2021) demonstrated that students with extensive work-related experience were likely to have a greater knowledge of the industry and how to adapt to various work environments, therefore enabling them to set themselves apart from other suitably qualified individuals. This correlates with comments that:

> "Going out and getting the experience is the most important … the ones that seek out opportunities and try and do extra with us alongside their projects or alongside their work seem to be those that go on and get full time jobs quicker and get paid employment" (Paul, Practitioner)

However, comments did contradict Chhinzer and Russo's (2018) conclusions that employers do not evaluate previous work experience, but instead focus on subject-specific knowledge when assessing the employability of recent graduates. Nevertheless, student conceptions were largely in line with Blackwell *et al*.'s (2001) findings that work experience was amongst the factors deemed by recent graduates as important to employer perceptions of employability. Table 4 shows a clear recognition of the value of experience, as 87.04% of all students agreed with the statement that they would take the opportunity to gain all new work-related experiences (see also Appendix 12).

Table 4: Students' orientation to gaining experience

How do you feel about the following statement in relation to your approach to learning? *"I would take the opportunity to obtain all new work-related experiences"*	Total	FHEQ L4	FHEQ L5	FHEQ L6
Agree	87.04%	97.22%	76.47%	86.84%
Unsure	9.26%	2.78%	20.59%	5.26%
Disagree	3.70%	0.00%	2.94%	7.89%

It is interesting, however that students' enthusiasm to obtain *all* new work-related experiences drops as they reach their final year of study. This may be related to a slight dissonance in both practitioner and student perspectives whereby a lack of work experience is not necessarily considered detrimental to employability if candidates have been deliberately selective in their pursuit of opportunities:

> "I'm happy to take the take opportunities but I've got to feel like it's right for me. I'm not going to take an opportunity if that's not something I'm interested in. So I don't wanna say waste my time but I'm not gonna spend time doing something where I don't see myself doing that after university" (Johan, Student L4)

> "You can't punish people for that. For not having the experience … I remember applying for jobs and this is what you get back 'you've got no experience' well how do I get experience? That was the thing. And I had to ask that myself how am I gonna find it. You can get that experience but it's understanding what that experience needs to look like" (Callum, Practitioner)

Indeed, Huq and Gilbert (2013) and Thompson *et al.* (2013) found variability in experiences of work-based learning and inconsistencies in the benefits to learning gained from work experience, citing the need for students to be strategic in their choice of and involvement in work related activity. Furthermore, the benefits gained from work experience can be "hindered by poorly defined career plans" (Thompson *et al.*, 2013, p.144). As discussed in Chapter 5.1, students are much more likely to have a clearer set of career goals by the time they reach their final year and arguably more able to distinguish between relevant and irrelevant learning experiences.

Figure 5: Students' expectations of experience through their studies
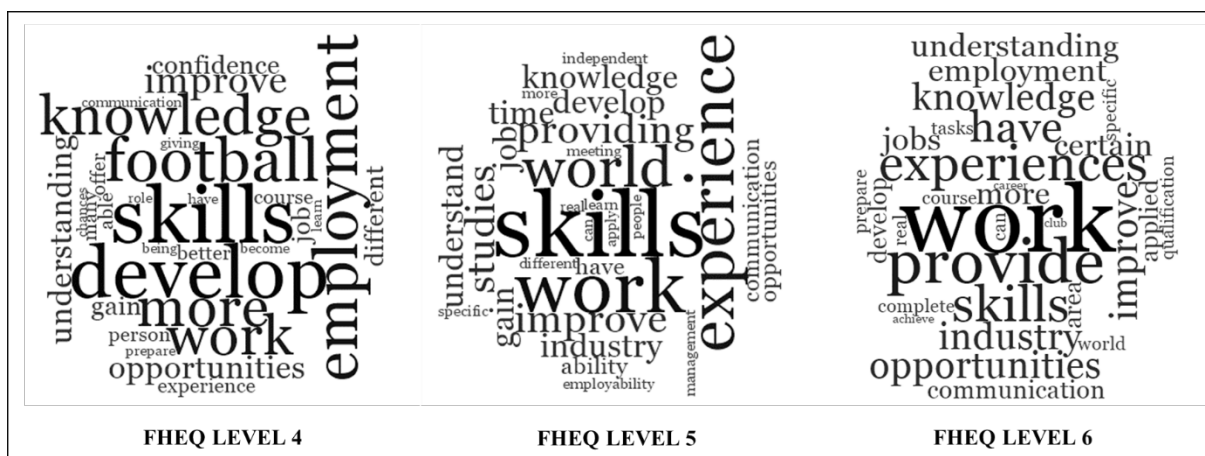
Returning to the analysis of students' expectations of developing employability at university (Appendix 12), Figure 5 highlights increased references to 'opportunities' alongside 'experiences' at FHEQ L6. Arguably, the notion of opportunity conveys a sense of autonomy in choosing to gain experience. We get a sense that students in the early stages of their undergraduate education may not fully acknowledge the role that HE plays in supporting them to gain experience. This was evident in comments which further highlighted the tension in student priorities discussed earlier in Chapter 5.1 and 5.2 and supported observations of the perceived challenges in successful balancing study with extra-curricular engagements designed to support transition into the workplace (Winstone *et al.,* 2020):

> "[work related experience] would be amazing until we get to exams and start to get bogged down with deadlines approaching. And then it would almost feel like you've got a lot of deadlines. You've got all the work that you need to do" (Kyle, Student L4)
> "Most people for me don't value the opportunities that are presented because they have to do the work and they don't want to do it. They don't want to bother. They don't want to waste let's say their energy because they don't think it's valuable" (Michael, Student L5)

Jackson and Tomlinson (2021) attributed a low uptake in extra-curricular opportunities to students' failure to make the connection with issues of employability and future career development. This correlates with Beaumont, Gedye and Richardson's (2016) findings that

despite all students in the study receiving experience through a work-based learning module, their 'lack' of experience was still perceived as a barrier to employability.

Conversely, work experience has been shown to be perceived by students' in a positive light when it is explicitly tied to their studies (Bourner and Millican, 2011). Accordingly, the notion of experience appeared to come hand in hand with conceptions related to the possession of knowledge, based on Eisner's (2002) description of practical reasoning as a facet of knowledge which is developed through experience and applied to local contexts:

> "Theory is one thing but in practice it works differently and you need to see it" (Daniel, Student L4)

> "It's one thing to hear about something. And it's quite the other to do it. I think there's a difference between doing and knowing" (Michael, Student L5)

> "Maybe that experience before so that I know they're going to come into this role and they know what they're doing" (Ellie, Practitioner)

Universities and tutors play a crucial role in raising students' awareness of the purpose and value of experiences (Jackson and Tomlinson, 2021). For example, Bradley and Oliver (2001) advocated the use of flexible pedagogies incorporating situated learning approaches as they promoted the transfer of knowledge to the work-related environment by enabling learners to combine the acquisition of knowledge with their own work experiences. Meanwhile, Lim (2020) argued that where the workplace is used as a learning resource, students have the opportunity develop employability skills whilst applying theoretical subject knowledge in a realistic environment. Corresponding with the work of de Vos, de Hauw and Van der Heijden (2011) it has been shown that support for competency development through engagement in work experience can elevate confidence:

"If I have a glimpse of how it works … I would have more confidence" (Salvatore, Student L6)

In this regard, it concerning that the conceptualisation of employability as experience was least frequently mentioned by tutors and the idea of learning from experience received no attention at all.

Overall, opportunities to participate in the labour market alongside an undergraduate education have been shown to develop market-value capital which, as a component of human capital (Donald, Baruch and Ashleigh, 2019), is associated with positive self-perceptions of employability (Qenani, MacDougall and Sexton, 2014; Jackson and Wilton, 2017). Despite the discursive silences revealed here, the importance of the tutors' role in supporting students at all levels to acknowledge, engage with and consequently benefit from work experience opportunities presented alongside their studies cannot be understated.

5.4 Employability is… Self-Awareness

Consistent with Tomlinson's (2017) 'micro-level' classification, which considers how employability is constructed at a personal level, employability was conceptualised as self-awareness, incorporating notions of confidence, individual responsibility, a growth mindset and reflection. This perhaps reflects more recent conceptualisations of employability in the literature which highlight professional socialisation, networks, confidence in capabilities and perceived employability (Jackson and Tomlinson, 2021) and arguably is therefore at odds with notions of occupational competence. Indeed, whilst knowledge and experience have been shown to impact self-perception of employability (Rothwell, Herbert and Rothwell, 2008),

Semeijn *et al.* (2005) made a case for the role of personal qualities, individual attitudes and dispositions, arguing that non-cognitive skills are just as important for individual development, employment opportunities and labour market success.

It corresponds that Knight and Yorke's (2002) USEM model of employability acknowledged the role of a student's self-theories and personal qualities (efficacy beliefs) leading to self-awareness of and reflection on their own learning (metacognition). In fact, Lees (2002) went so far as to claim that a focus on self-awareness, self-efficacy and self-confidence were more important than the possession of skills and competences. This was echoed, as discussed earlier, in students' perspectives of the most important aspects of employability. Returning to that data, Table 5 provides a breakdown of which of Yorke and Knight's (2006) 'personal qualities' received greatest attention in students' selections (Appendix 12). An examination of the percentage of students selecting each item highlights the dominance of factors relating to self-efficacy and confidence, particularly for final year students.

Table 5: Students' perceptions of the importance of personal qualities for employability

Personal Qualities	All Students		% FHEQ L4 (& Rank)		% FHEQ L5 (& Rank)		% FHEQ L6 (& Rank)	
Belief that attributes can be developed	35.9%	(2)	40.5%	(2)	36.10%	(3)	30.80%	(1)
Awareness of own aims and values	21.37%	(6)	21.43%	(6)	22.22%	(7)	20.51%	(7)
Confidence in dealing with challenges	41.03%	(1)	47.62%	(1)	44.44%	(1)	30.77%	(2)
Ability to work without supervision	17.95%	(8)	11.90%	(7)	16.67%	(8)	25.64%	(4 =)
Sensitivity to others' emotions	6.84%	(10)	7.14%	(9 =)	8.33%	(9)	5.13%	(10)
Ability to respond to change	27.35%	(4)	28.57%	(4)	30.56%	(4)	23.08%	(6)
Effectiveness under pressure	30.77%	(3)	30.95%	(3)	36.11%	(2)	25.64%	(4 =)
Ability to take action unprompted	7.69%	(9)	7.14%	(9 =)	5.56%	(10)	10.26%	(9)
Commitment to ongoing learning	22.22%	(5)	23.81%	(5)	25.00%	(5 =)	17.95%	(8)
Ability to reflect on performance	20.51%	(7)	9.52%	(8)	25.00%	(5 =)	28.21%	(3)

A 'belief that attributes can be developed' featured in the top three most frequently selected aspects of employability development for students at all levels of study. Moreover, this is the most prominent aspect for final year students and their views correlate with that of practitioners:

> "I think you can always improve … But I do believe that certain people are just innately better at certain things. But I don't think that's bad. Because you've all got your own qualities. I believe you've got your own individual talents and they can be worked on" (Andrew, Student L6)

> "You're always trying to develop yourself. You're always trying to learn new things. You know you can put that forward like having different skills in sort of different industries as well" (Ellie, Practitioner)

Representing self-evaluations of one's worth, significance, and ability as a person, Guidetti *et al.* (2018) posited that self-confidence is different from but related to efficacy. Their study examined the impact of self-efficacy, as "a personal resource that refers to a pattern of future-orientated beliefs about one's own capabilities" (Guidetti *et al.*, 2018, p.198), on perceived work ability. They concluded that self-efficacy influences behaviours and emotions which in turn influence resilience in demanding situations. These observations lent support to Dacre-Pool and Sewell's (2007) tying of the concept of self-efficacy (the belief in one's capabilities) to self-confidence (the way this belief is projected to the outside world).

Notions of confidence appeared to be a key issue arising for students at FHEQ L4 and L6. In particular, it was interesting that confidence was collocated with the ability to convey know-how and expertise:

> "You need to know what you're talking about so you can be confident in what you're actually saying" (Kyle, Student L4)

> "Confidence is a big thing as well. You need to come across like you understand what you need to do" (Johan, Student L4)

"I'd be able to speak about it so that I could make myself more employable … I think part of employability is if you're going to a company you want to look like you know what you're doing" (Stuart, Student L6)

This supports Räty *et al.'s* (2020) observation that academic skills, such as those obtained through the completion of the undergraduate degree, play a significant role in students' self-perceptions of employability.

Furthermore, Beaumont, Gedye and Richardson (2016) noted that when students defined employability in terms of qualifications, as discussed in Chapter 5.2, they regarded a lack of qualification as a barrier to employment. This subsequently became a contributing factor to a lack of confidence in their self-perceived employability. It follows that most students regarded themselves at least moderately confident in their ability to perform a range of skills (Table 6, see also Appendix 12).

Table 6: Students' employability efficacy (all cohorts)

To what extent are you confident in your ability in the following areas?	Not Really	Moderately	Extremely	Total Count
Communication	23.93%	54.70%	21.37%	117
Problem solving	11.97%	72.65%	15.38%	117
Teamwork	12.93%	31.03%	56.03%	116
Planning	26.50%	51.28%	22.22%	117
Organising	25.64%	49.57%	24.79%	117
Creativity	28.20%	48.72%	23.08%	117
Independent study	25.64%	51.28%	23.08%	117
Working with numbers	36.75%	47.01%	16.24%	117
Working with technology	23.93%	49.57%	26.50%	117
Time management	24.78%	51.28%	23.93%	117

Beaumont, Gedye and Richardson (2016) also explained how self-confidence is positively related to an individual's motivation to take action to improve their employability. Similarly, a

lack of confidence creates barriers to employability enhancement (Yorke and Knight, 2007) by limiting one's employability ambitions and consequently their actions or behaviours.

Table 7 indicates students' largely positive orientations toward taking such action (see also Appendix 12). However, it is surprising that more than 80% of students would prefer not to leave the comfort of a close social network. Arguably, this shows that despite positive intentions, students' employability ambitions and actions may be somewhat limited by their self-confidence. Interestingly, confidence was only briefly referenced by tutors and was not mentioned at all in interviews with practitioners. This failure to acknowledge what seems such an important factor for students is arguably detrimental, given that external feedback from employers was the most important factor in raising students' confidence in the context of RWL (Ehiyazaryan and Barraclough, 2009).

Table 7: Students' approaches to learning

How do you feel about the following statements in relation to your approach to learning?	Agree	Unsure	Disagree	Total Count
I am prepared to change my approach, as and when required	86.11%	12.04%	1.86%	108
I find it important to develop my ability to perform different tasks and roles	93.51%	4.63%	1.86%	108
I prefer to work with a close group of peers throughout my studies	80.37%	17.76%	1.86%	107
I find it important to participate in development activities regularly	71.30%	22.22%	6.49%	108
I am willing to independently work on unfamiliar tasks at any time	66.66%	28.70%	4.63%	108
I would take the opportunity to obtain all new work-related experiences	87.04%	9.26%	3.71%	108

Qenani, MacDougall and Sexton (2014) noted a correlation between self-managing behaviour and confidence, stating that students' self-confidence was increased by 83%. Indeed, there was

some recognition from tutors regarding the association between individual responsibility and self-confidence:

> "Confidence I think is a really key one ... because it just gives them more responsibility as an individual to demonstrate that they're capable" (Rachel, Tutor)

It further corresponds that all stakeholder groups framed the notion of self-awareness in terms of taking personal responsibility for one's employability development:

> "When you leave uni people aren't going to make these opportunities for you" (Stuart, Student L6)

> "Being able to kind of almost self-manage and … being able to take responsibility of your own actions and being able to use your own initiative" (Rachel, Tutor)

> "When you get to university you have to start thinking for yourself … There has to be that sort of accountability. At the end of the day it's yourself that's going to get you a job" (Anna, Practitioner)

This is unsurprising given that self-managing behaviour has been shown to increase self-perceptions of employability and consequently increase the availability of employment opportunities (Lees, 2002). However, returning to Table 5, we can see that the 'ability to take action unprompted' and 'ability to work without supervision', which are associated with the notion of individual responsibility, received little attention in student perspectives. This was particularly the case at FHEQ L4 and L5 and was echoed in comments such as:

> "I'd rather be told what to do and have a bit of a say" (Archie, Student L5)

Self-managing behaviour is arguably associated with the notion of growth mindset (Dweck, 2007). The concept was referenced by students and practitioners and correlated with studies on those stakeholders. For example, Bates *et al.* (2019) drew on mindset theory to create a conceptual model of 'professional purpose' and revealed that growth mindset, as one of

components of professional purpose was associated with students' proactive career related behaviours. Furthermore, Reed and Stoltz (2011) found that 98% of employers preferred to hire people with growth mindset, resilience, instinct, and tenacity.

Meanwhile, the discursive silence amongst tutors on the issue of growth mindset is concerning, given Qenani, MacDougall and Sexton's (2014) conclusion that universities have an important role to play in supporting students to develop self-managing behaviour early in their studies, but arguably explains the apparent tensions in the perceived relevance of individual responsibility, initiative and independence. However, the silence might be attributed to the fact that evidence as to the value of a growth mindset is contradictory. For example, Lim *et al.* (2020) observed that work experience students with a growth mindset were perceived more favourably by their supervisors, but only in terms of the attributes of problem solving and decision-making. Other studies have found growth mindset to have no effect at all on specific employability attributes (Bahník and Vranka, 2017). Nevertheless, Baldwin (2019, p.49) pointed to the need for universities and employers to "move beyond the usual standards of determining workforce readiness by the mere completion of a degree", by providing opportunities for students to learn about and develop growth mindset.

Recognising its role in increasing confidence (Beaumont, Gedye and Richardson, 2016), practitioners stressed the importance of reflection:

> "To be able to reflect and to understand what you've got out of the process I feel that's huge. And I think it's one of the key foundations to be able to be employable at all" (Anna, Practitioner)

Conversely, students' failure to acknowledge the role of reflection is manifest in the tensions regarding the importance of individual responsibility and consequently the impact on self-confidence. As Jackson and Wilton (2017) explained, those students who were less reflective demonstrated lower levels of self-awareness had therefore a greater sense of their own worth to employers. The discursive silence on the part of students supports Thompson *et al.'s* (2013) conclusion that in order to develop employability, students require support which would facilitate reflection. If this is achieved, then "the university becomes an effective partner for both student growth and development as well as of the employability of its graduates" (Qenani, MacDougall and Sexton, 2014, p.211).

Overall, the conceptualisation of employability as self-awareness received a similar level of acknowledgement from all stakeholders. Findings correlate with Palak and Wall's (2009) three dimensions of experience, whereby self-theories play an important role in the construction of those beliefs upon which perceptions and behaviours are built.

Results confirmed observations in the extant literature that self-awareness of employability is related to feelings of confidence, which can lead to independence, attitudes and behaviours for education, work and career success (Qenani, MacDougall and Sexton, 2014). These self-perceptions become particularly important for new graduates entering the labour market (Berntson, Sverke and Marklund, 2006) and this may explain why self-theories were referenced slightly less frequently by first year students in comparison to those at latter stages of study. Donald, Baruch and Ashleigh (2019) therefore described self-perception of employability in terms of a transition of human capital from HE into the labour market as part of a life-long

learning process. Indeed, graduates need self-awareness not "just" for the workplace but also for "life" (Qenani, MacDougall and Sexton, 2014, p.201). This reflects transcendence of life wide theories into conceptualisations of employability (Speight, Lackovic and Cooker, 2013) and replaces notions of employability as a job for life with "a mechanism for career sustainability" (Donald, Baruch and Ashleigh, 2019 p.599).

It should be noted that results do contradict the work of Jackson and Wilton (2017) and Wittekind, Raeder and Grote (2010) who all found a lack of association between self-awareness and perceived employability. Crucially, though, Jackson and Wilton (2017) attributed this anomaly to the range of interrelated yet competing sets of conceptualisations regarding employability and serves to highlight the implications of tensions and contradictions in stakeholder belief systems.

Understanding the student self-perception of graduate employability is therefore necessary to highlight areas of agreement or mismatch with perceptions of other stakeholders (Donald, Baruch and Ashleigh, 2019), such as the contradictions and tensions discussed here. Räty *et al*. (2020, p.987) noted that self-awareness of one's capabilities develop through "interaction with others and a social environment" (Räty *et al*., 2020, p.977), thus highlighting the role of the social system in stakeholder constructions of employability.

5.5 Employability is… Fitting in

The final conceptualisation was consistent with literature which highlights the role of both the work environment and wider society in contributing to a sense of identity and belonging within

a social system (Mäkelä and Hirvensalo, 2015). 'Fitting in' is perhaps best described by one student as a combination of factors through which "you conform to some norms … you earn your place in the industry" (Michael, Student L5). Indeed, "developing employability skills is not enough. Students should be able to articulate their employability skills" (Qenani, MacDougall and Sexton, 2014, p.200).

The application of self-awareness, as discussed in Chapter 5.4, to articulate one's place in relation to the social system of current or prospective employment was linked to a sense of alignment in the goals, values or visions of prospective employees and their employers and a willingness to adapt to the system. This was referenced by students at all levels of study as well as practitioners:

> "Being in line with like whatever organisation you're applying for. Probably being in line with what they aspire to be. Their vision. So being in focus with that … aligning yourself, your own goals and the company's goals. I think it's very important to both understand what the company is, the way the company was to go. You've got to sort of have the same ideas I think or at least you know be willing to go for that" (Stuart, Student L6)

> "How well an individual meets the expectations and the values and the roles and responsibilities of a position that I'm looking to recruit to" (Callum, Practitioner)

The silence amongst tutors on the issue of alignment with industry goals and values is unsurprising given the lack of attention paid to the conception of knowledge as industry awareness, highlighted in Chapter 5.2. However, it could be argued that notions of alignment and adaptability are reflective of a 'fake it till you make it' culture. By identifying and imitating an alignment to the values and visions of the organisation with which the prospective employee seeks employment, they will eventually realise those attributes and achieve true alignment.

In contrast, both tutors and practitioners placed greater emphasis on the importance of drawing connections between knowledge, experiences and the requirements of the work-related task:

> "If you can demonstrate the benefit that you can gain from that experience and connect it to what we're asking you to do. Then that's the most important element because that shows me that it's quality over quantity" (Callum, Practitioner)

Indeed, Baldwin (2019) highlighted the need for graduates to demonstrate possession of a growth mindset by successfully communicating the connection of skills to the needs of the employer. However, there was an obvious silence from students on this issue, as tutors and practitioners pointed out:

> "The challenge still is they still don't know how to connect what they have done with what we are asking for. And the inability to take what they should have learnt during their time on their course and connect the dots is glaring" (Callum, Practitioner)

> "If we were to ask them about the types of employability skills they possess they probably wouldn't be able to tell us very much. We know there are certain skills that they possess already but they're not connecting the dots" (Rachel, Tutor)

The notion of 'connecting the dots' is associated with deeper reflection on one's capabilities and their application to a range of social circumstances. The apparent inability of students to draw connections can arguably be linked to their failure to acknowledge the role of reflection in self-awareness as discussed in Chapter 5.4.

Earlier in Chapter 5.2, tensions between students' desire for knowledge in terms of industry awareness and tutors' emphasis on knowledge in terms of skill acquisition and application were highlighted. Comments relating to the notion of connecting the dots arguably provide more context to the tutors' approach and orientation to employability enhancement, as Rachel explained:

> "It comes hand in hand if they if they were more aware of the skills that they're developing. I do think that would then lead to a bit more confidence" (Rachel, Tutor)

Evidently, tutors acknowledge the role of confidence as a factor of self-awareness and take steps to increase it. By raising students' awareness of their own development needs, tutors attempt to instil a growth mindset, which will ultimately enable students to take positives from failures and thus overcome failures more effectively (Dweck, 2012). These efforts are in line with evidence that students with a growth mindset are more adaptable to changing social systems and consequently more likely to seek connections which increase their social capital (Forsythe, 2017).

The ability to network and make an impression on prospective employers was frequently referenced by all stakeholders:

> "What matters I think probably a lot is building contacts to make yourself more employable" (Stuart, Student L6)

> "It's about having those conversations with the relevant people and trying to find ways to work and network with other people other departments and to see the opportunities beyond simply doing the role they've got for work experience" (Paul, Practitioner)

Yet, despite tutors' efforts to "encourage students to obviously mix with individuals and also creating that network" (Rachel, Tutor), there were some tensions in the student perspective on the value of networking with one final year student particularly unsure about the value of developing and using connections:

> "I never found it was particularly useful to build networks … I'm not the personality that goes out then and build networks just because things it is going to be useful and that's wrong from my side … plus I don't really know how to do it because I've never done it. I'm basically no good at it. So that's a very big limit for me" (Salvatore, Student L6)

Fugate, Kinicki and Ashforth (2004) reported that the support and information received from networking connections can help individuals adapt to situations, thus increasing their confidence, resilience and self-perceived employability. However, findings indicated that tensions may arise where students lack the impetus to engage with networking opportunities in the first place. This can perhaps be linked to the value that individuals place on gaining and learning from experience which, as discussed in Chapter 5.3, received variable levels of attention across stakeholder groups. For example, Jackson and Tomlinson (2021) revealed that despite robust levels of agreement for the importance of work experience amongst students in general, the relevance of work experience for making better contact with potential employers received little attention. This highlights the need for tutors and practitioners to consider the types of experience that are embedded into the provision of RWL. Indeed, Bridgstock (2016) noted activities other than work experience that build professional networks and bridge relations with significant others, have proven beneficial for developing networking capabilities and are therefore critical for enhancing employability.

The sense of being prepared to enter the football industry was mentioned by all stakeholder groups, reflecting extant theory on career preparedness which is considered to influence an individual's satisfaction with early career experiences and therefore future career decisions (Marciniak *et al*., 2020). Furthermore, Janeiro and Marques (2010) found positive correlations with self-esteem.

Practitioner comments acknowledged the evidence that students preparing to enter the world of work regularly face unexpected events and obstacles which they need to be prepared for, yet they cannot plan for (Lent, 2013):

> "Being resilient so that you can overcome those [challenges] because if you can't then you're really going to struggle because it can be quite daunting" (Paul, Practitioner)

Despite a lack of consensus as to what it actually means to be prepared (Skorikov, 2007), Marciniak *et al*. (2020, p.5) viewed preparedness as "an umbrella term that encompasses a range of more specific constructs … defined as the attitudes, knowledge, competencies [sic], and behaviours necessary to deal with expected and unexpected work- or career-related transitions and changes". In this regard, student and tutor conceptions of preparedness appear to align with the knowledge related components of Marciniak *et al*.'s (2020, p.9) integrative framework identifies "knowledge of the preferred occupation" and the "knowledge of the world of work" as two key constructs leading to career preparedness:

> "I think you have to have a thick skin to be employable in football … the football industry's very unique" (Teresa, Tutor)

> "You have to have a very strong self-belief that that you are the right person for that role. Because it's a very dog eat dog world with football" (Rachel, Tutor)

> "A lot of people have said its quite cut-throat and a little bit aggressive. I think you have to be quite determined and willing to work hard and prove yourself. You probably don't have to do that as much in other places" (Stuart, Student L6)

In their review of literature, Marciniak *et al*. (2020) highlighted participation in a career intervention and work experience as a predictor of career preparedness. This may explain the greater emphasis on preparedness from tutors in comparison to students and practitioners, given that a part of their professional role is to assist students in learning more about the world of

work through modules, courses or programmes and to foster career preparedness by providing experiences, such as RWL, which may inform career decisions (Xiao, Newman and Chu, 2018).

With many crossovers between notions of fitting in and concepts of the self, it follows that the phenomenon of imposter syndrome emerged as a key concern amongst student comments:

> "I think I need to work on confidence … I get quite a bit of imposter syndrome" (Kyle, Student L4)

> "I don't have the right qualifications or experience or anything like that because I'm only a university student" (Archie, Student L5)

The lack of acknowledgement amongst tutors and practitioners of the barriers that students face, whether real or perceived, when seeking to find their identity and achieve a sense of belonging in the industry could perpetuate tensions in the provision of RWL. This observation arguably points to the need for conceptualisations of employability as self-awareness and fitting in to be tied more closely through a graduate identity approach, as outlined by Holmes (2001) whereby a students' identity is "seen as the social capital acquired over time, with skills and knowledge that are drawn upon in the long run as part of this identity" (Qenani, MacDougall and Sexton, 2014, p.201). Building upon themes of self-efficacy, self-confidence, and self-esteem, Holmes (2001, p.115) suggested that the concept of graduate employability should be understood as the extent to which a student, upon graduation is "successful in gaining affirmation of their identity as a graduate in relation to the social settings for which this is deemed relevant".

Overall, the conceptualisation of employability as fitting in was one of the least frequently referenced perspectives amongst students and practitioners. Specifically, students at FHEQ L4 afforded this theme the least amount of attention and this is perhaps reflective of their relative

naivety regarding the nature of the industry at this early stage in their professional journey. In contrast, tutors made more frequent references to factors associated with students being able to find their place in the industry than they did themes of knowledge, experience or self-awareness. This is arguably associated with the emphasis placed by tutors on employability as occupational competence. Indeed, if a graduate 'fits in' to an employment scenario then it can perhaps be assumed that they will be successful at securing and functioning in employment. Again, tutors' emphasis on the extent to which HE cultivates learners capable of thriving in the work environment is likely attributed to metrics of employability based on graduate employment outcomes.

5.6 Exposing Aporia in Conceptions of and Orientations to Employability

Approaching this first phase of analysis with the assumption that there is no one true reality has illustrated contradictions within and between stakeholders' belief systems regarding how they conceptualise and orientate to employability. Tensions related to 1) The nature of knowledge required to demonstrate employability, 2) The influence of self-theories in one's engagement with employability, 3) The relevance of experience in demonstrating one's employability potential. The uncovering of dichotomies in these three areas provided the context for a deconstruction of experience in the second phase of analysis.

CHAPTER 6: DECONSTRUCTING THE EXPERIENCE OF REAL-WORLD LEARNING – PERCEPTIONS OF EMPLOYABILITY ENHANCEMENT

RQ2: How is RWL experienced by different stakeholders?

Data was approached afresh in the second phase and examined for perceptions of RWL, to understand the multiple perspectives on employability enhancement initiatives. The aim was to deconstruct experiences using Third-Generation Activity Theory (Engeström, 1999) as a theoretical lens for deductive analysis.

Six organising themes were determined from key features of Engeström's (1999) model, namely subject, community, tools, rules, division of labour and object. Interview transcripts were examined to identify a range of basic themes emerging in each of these broader categories. Figures 6, 7 and 8 summarise organising and basic themes from the perspective of each stakeholder group. At the heart of the RWL programme, as an activity system, is the interaction with the stakeholder as a subject and the object. Edwards (2011) drew on Leont'ev's (1978, p.8) argument that "society produces the activity of the individuals forming it" by suggesting that the relationship between subject and object generates the motive. It is this motive which influences the actions of the subjects involved in the activity, in other words, the ways in which they a) use the artefacts and tools to achieve what they perceive to be the object, b) respond to the conditions, procedures and processes presented by the internal and external context of the RWL programme, and c) perceive the distribution of their own and others' roles in the collective activity.

Figure 6 (Student Experiences):

Language of the Work Environment (opportunities to pursue professional connections, practical experiences support classroom to workplace transition, building professional profile, expectations for professional communication not always met by practitioners); **Other Subjects as Mediational Means** (guest lecturers as professional contacts, guest lecturers and practitioners as a source of knowledge, practitioners as mentors, appreciating opportunities to input new ideas, feeling of being used as free labour)

Student Identity in the Community of Practice (underestimate wider value to the programme, uncertainty over specific duties of practitioners, perception of practitioners as highly knowledgeable and powerful creates barriers to interaction, greater confidence when interaction and feedback with practitioners is available)

Reputational Concerns (own employment prospects, achievement and grades, university's graduate employment and employability data, brand reach and promotion for university and industry partner); **Organisational Capacity** (industry partner can develop future workforce, receive support for current workforce, increase delivery capacity); **Personal and Professional Development** (own skill development, networking, industry knowledge and gaining experience for employment);

Perception of Mutual Benefit (desire for alignment to career goals and study related priorities, experience is beneficial, organisational capacity benefits for practitioners and reputational benefits for university)

Environmental Influences (time and workload pressures of degree course); **Organisational Structures and Limitations** (assessments and grades, (in)consistency of practitioner support and contact); **Programme Design** (relevance to module and course learning outcomes, structure and support received at each level of study)

Significant Others (practitioners, tutors, peers, external guest speakers); **Working Relationships** (learning from others, support to step outside comfort zone, opportunity to connect, concerns about lack of peer engagement, difficulties with mismatches in motivation)

Perceived Distribution of Roles (students as subordinates / input ideas / requirement for extra curricular involvement / doing something 'real', tutors monitor / provide core knowledge, practitioners provide guidance / resources / practical learning opportunities); **Perceptions of Individual Responsibility** (represent the university and industry partner, feeling of greater responsibility when tasks are 'real'); **Expectations of Others** (timing in relation to academic terms, more aspirational targets, greater practitioner engagement); **Motivation to Engage** (cost-benefit analysis of additional workload, attitude to 'mandatory volunteerism')

Diagram labels: Tools, Subject, Object, Sense Meaning, Outcome, Rules, Community, Division of Labour

Figure 6: Student Experiences of RWL as an Activity System

Figure 7 (Tutor Experiences):

Language of the Work Environment (opportunities to pursue professional connections, practical experiences support classroom to workplace transition, building professional profile, expectations for professional communication not always met by practitioners and students, lack of trust in students' ability to communicate); **Other Subjects as Mediational Means** (guest lecturers as professional contacts, practitioners as a stimulant for knowledge and innovation, awareness of students' feeling of being used as free labour)

Tutor Identity in the Community of Practice (fulfilling a facilitator rather than educator role, feeling undervalued by students as a source of industry related knowledge)

Reputational Concerns (own networking and professional reputation, student experience, student achievement, grades and progression, university and sector metrics, graduate employment, industry partner KPIs); **Organisational Capacity** (industry partner can develop future workforce, receive support for current workforce, increase delivery capacity, meet KPIs); **Personal and Professional Development** (own networking and CV development, for students – skill development, networking, industry knowledge and gaining experience for employment)

Perception of Mutual Benefit (recognition of need for alignment to student priorities, perceived benefit to students – experience, perceived benefit to practitioners – KPIs)

Environmental Influences (time and timetabling restrictions, tutor workload and priorities, student achievement and retention policies, employability metrics); **Organisational Structures and Limitations** (assessments and student achievement, (in)consistency of support from wider university departments); **Programme Design** (relevance to module and course learning outcomes, structure and support provided at each level of study);

Significant Others (external guest speakers); **Working Relationships** (opportunities for teamwork, concerns about factors outside control, concerns about lack of student engagement, difficulties with mismatches in expectations, difficulties with cross departmental organisation and communication, frustration)

Perceived Distribution of Roles (students input ideas / requirement for extra curricular involvement, tutors liaise with practitioners to identify 'real' learning opportunities / monitor / provide core knowledge, practitioners develop practical learning opportunities / manage students, resources and progress); **Perceptions of Individual Responsibility** (prepare students for employment); **Expectations of Others** (lack of trust in students to meet expectations for engagement, frustration at inability to apply consequences for failure to meet expectations, lowered expectations of students) **Motivation to Engage** (cost-benefit analysis of additional workload, students demotivated by repeated references to employability enhancement)

Diagram labels: Tools, Subject, Object, Sense Meaning, Outcome, Rules, Community, Division of Labour

Figure 7: Tutor Experiences of RWL as an Activity System

Figure 8: Practitioner Experiences of RWL as an Activity System

Figure 9 overlays these basic and organising themes onto Engeström's (1999) Third-Generation Activity Theory to create a Thematic Network Map. This demonstrates how emerging themes can be used to understand the multiple perspectives on the experience of RWL, the dialogue between the various networks of interacting activity systems and the influence on the transformation of the collective activity.

As Tett, Crowther and O'Hara (2003) highlighted, collaboration requires that subjects work together to develop a common purpose. Different stakeholders may take different paths to develop their perspective of the outcome and the route they take will be influenced by their immediate motives (object$_1$) which sit within the realms of their stakeholder boundary, or sense of self. Subjective interpretations of the object of activity evolve as one actor is influenced by the object perceived by another. Stakeholders go through a process of sense and meaning

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making as they negotiate their own motives in relation to those of other subjects and communities (object$_2$).
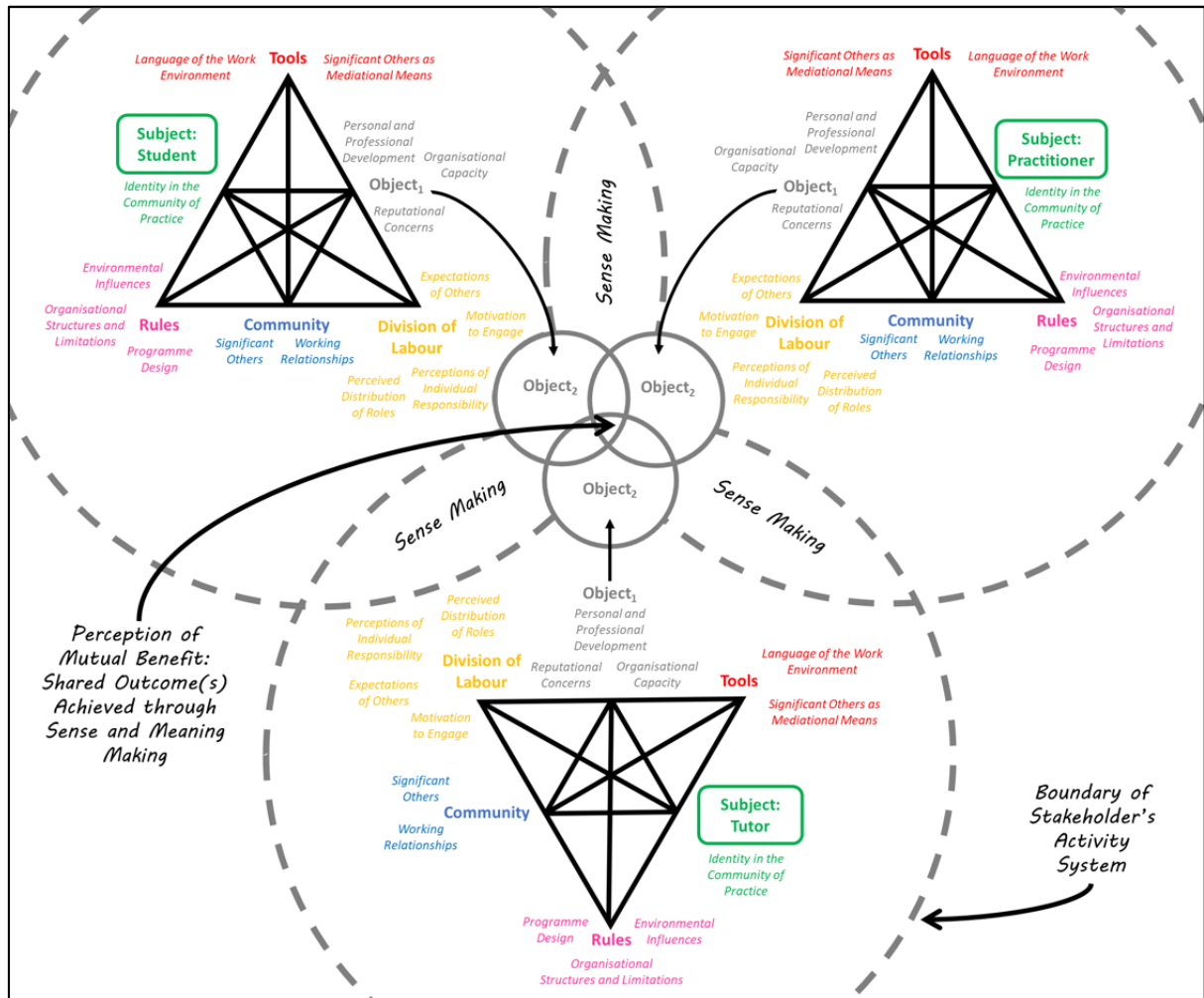
Figure 9: A Third-Generation Activity Theory Perspective on Interacting Activity Systems in RWL

Ultimately, the greater the congruence in stakeholders' experiences and perceptions, the more effective the activity system will be in supporting stakeholders to work towards a shared outcome with mutual benefit. As the theory of expansive learning views tension as the driving force of transformation (Engeström, 2011), it is important to understand the activities of stakeholders in terms of those contradictions in perspectives. To support a deconstruction of

experiences, the remainder of this Chapter addresses contradictions emerging across each of the organising themes.

6.1 The Positioning of Subjects in the Community of Practice

One of the most obvious hurdles to the collaborative process is that of subjectivity and perspective. Nevertheless, subjects' positioning in the CoP, whether that is positively or negatively perceived, drives the transformation of knowledge as contradictions take place within and between different stakeholder communities.

One such contradiction concerns the subjects' sense of identity in the CoP. Something of an identity crisis appeared particularly prevalent in the experiences of practitioners who conveyed a feeling of being an outsider in the educational environment due to a misrecognition of their professional role:

> "I think sometimes from an academic level there's a rose-tinted view of what practitioners do. And that maybe because they haven't worked in industry or maybe because the industry has changed since they've worked in it … And where I think sometimes we have struggled with the course and pitching the delivery is getting students to understand what does the [governing body] do and how does that impact on what we do" (Callum, Practitioner)

It is also interesting that while tutors did not perceive such an issue, students echoed the practitioners' concerns of a lack of awareness of the work remit of the practitioners with whom they engage:

> "If you ask me what the member of the [industry partner] does I wouldn't know. I don't know what a day at the [industry partner] would be like for him" (Salvatore, Student L6)

Subsequently, these feelings of misrecognition appear to manifest in practitioners' self-doubt

about the value and limits of their involvement:

> "We're not teachers. We're not lecturers. We're constantly questioning ourselves as well. You know whenever I give a guest lecture I'm not sure if what I'm doing is right. Have I engaged the students? Am I pitching at the right level? Am I getting back what I want? Whereas [tutors] do it on a weekly basis so they're constantly learning constantly evolving ... We're trying to do something that we're not trained for" (Callum, Practitioner)

The comment from Callum supports Peim's (2009) assertion that it cannot be possible to

identify the true boundaries of the activity system. In the present case, this could be due to

individual perspectives on the extent to which boundary crossing is possible or indeed

appropriate. The notion of boundary crossing and its implications for perspectives on the

division of labour is explored in Chapter 6.4.

Meanwhile, contradictions in subjects' accounts of their positioning result in a system of

differences, with struggles over which forms of power should dominate. Indeed, one student

reported an imbalance of power which, as Wildridge *et al.* (2004) state could become a

hindrance to collaboration:

> "You feel that there is still a little gap between you as a student and them as a professional. And that gap prevents you to interact the way probably it should be" (Salvatore, Student L6)

Nevertheless, this imbalance is inescapable as transfer of learning implies some confrontation

between identities from different contexts (Veillard, 2012). Therefore, collaborative

partnerships, by their nature, involve competing values which are linked to the existence of

multiple power bases (Tett, Crowther and O'Hara, 2003). Linked to this are observations of

contradictions in stakeholders' experiences of working with others.

Figure 10 demonstrates that students at all levels associated contact with industry professionals and the opportunity to complete project-based exercises with an increased confidence to operate as an equal partner in the CoP.
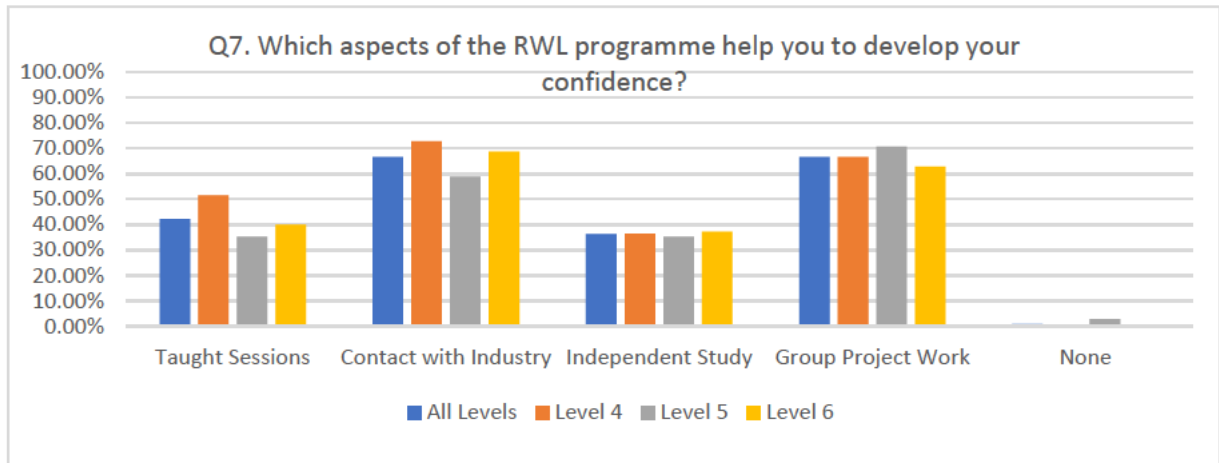
Figure 10: Student Perceptions of Confidence Development through RWL

This correlates with the recognition by students and tutors of the opportunities, such as peer support, presented by the requirement to work with others as part of the programme. However, all stakeholders focused more prominently on the range of challenges associated with the perceived engagement of others. In this regard students appeared to be an easy target for criticism when problems arose:

> "I think we can do our best. But that relies on the students engaging with us and the wider university engaging with us. And there's a lot of things that we can't control" (Teresa, Tutor)

> "I found [working with students] a lot more stressful than I think what it intended to be. It was a case of if the students weren't doing anything then we wouldn't hear from them and then you'd get to the next meeting and they hadn't achieved anything" (Ellie, Practitioner)

The comments are arguably reflective of a perspective amongst tutors and practitioners which labels students as subjects who hold little power in the collaborative partnership. Indeed, the student community itself is rather self-critical with several students, having gained and reflected on the experience of groupwork, demonstrating a lack of trust in their peers:

> "If one individual is not doing his job he's going to deteriorate the work of all the other members of the group" (Michael, Student L5)

> "You need to know that the people that you're working with are willing to work at the same level as you. And that's one of the biggest challenges" (Stuart, Student L6)

> "It was really challenging. It was the worst … I've learnt from that, that I choose my group now … I want to work with the people now that I know" (Mel, Student L6)

However, an analysis of data gleaned from the questionnaire demonstrates the extent to which students valued groupwork and engagement with others in developing their confidence, self-awareness and positive behaviours (Figure 11). This suggests that support for all stakeholders, but particularly students, in establishing and maintaining effective working relationships may be worthwhile.

Finally, power struggles seemed to emerge between tutors and practitioners as each negotiated their positionality in relation to the needs of others whilst also remaining conscious of the wider professional motives behind their involvement:

> "We can't always do things that the timescale that they want and they can't always do them at the timescale we want. And I think sometimes that can cause friction" (Teresa, Tutor)

> "As practitioners it's a massive frustration for partners that want to work with the university because you buy into the university and expect you know to have access to every member of staff and department at the university … On paper and in principle a partnership sounds great but then you're faced with the reality. And that's what makes it difficult to see the benefit in continuing those relationships" (Callum, Practitioner)
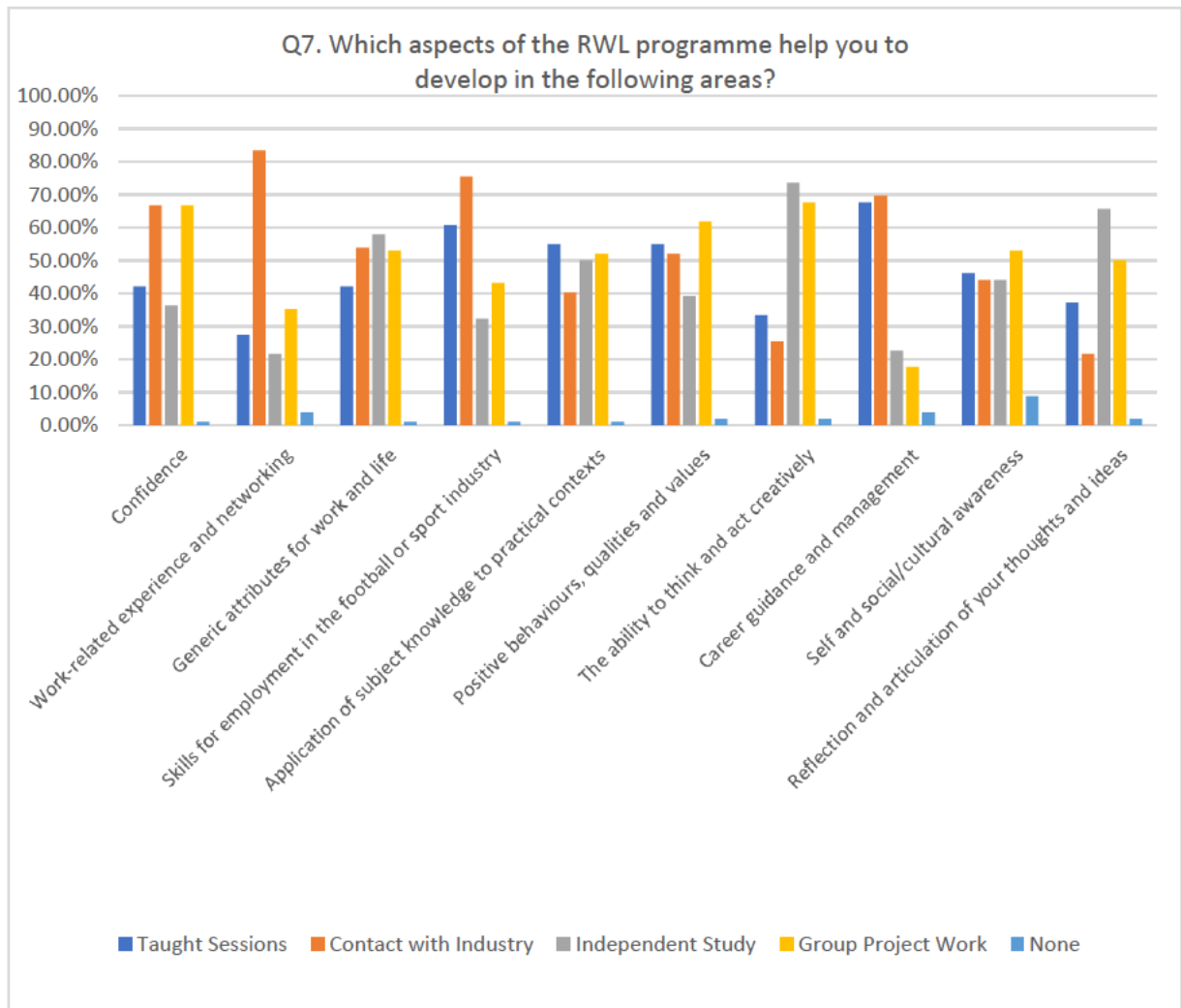
Figure 11: Student Perceptions of Development Opportunities through RWL

Comments suggested a need for subjects to maintain realistic expectations regarding the role and remit of other subjects and communities. For example, Davids *et al.* (2017) recommended greater recognition of the role that practitioners play in facilitating the transfer of knowledge. Arguably, the misrecognition of others' identities stems from a lack of connection with and interpretation of the language, such as that of the workplace or academia, which is used by other stakeholder communities.

6.2 The Recognition and Use of Tools to Work towards the Perceived Object

The actions of individual participants in the programme of RWL are shaped by the tools that they use. Tools are understood through use and using them entails both changing the user's view of the world and adopting the belief system of the culture in which they are used (Brown, Collins and Duguid, 1989). Engeström (2011) suggested that transformation occurs when subjects have access to the tool, a mental representation of the tool and the skills required to use the tool. In practice, the tools or mediational means that are recognised and utilised by individual subjects are likely to differ and therefore produce different actions upon the object.

RWL programmes provide the opportunity for students to be supported to identify and use speech genres associated with the workplace. Only once they have developed this competence will they be able to connect with the languages used by others and consequently participate effectively in the CoP. In Chapter 6.1 I discussed how some students tended to view themselves as subordinate actors with a lack of industry knowledge. This may explain references to the opportunities to connect with more knowledgeable others, such as practitioners, to learn the language of the industry:

> "Guest lecturers they come in and we can ask questions. And then we have an opportunity to connect with them" (Johan, Student L4)

> "You can introduce students to industry professionals and then give them the opportunity to then go out and build those. It's providing an opportunity. And what they do with those is up to them" (Paul, Practitioner)

Indeed, as shown in Figure 11, students viewed industry contact as the most valuable source of learning in terms of confidence, work-related experience and networking, skills for employment in the football or sport industry and career guidance and management. Despite this, tutors' and

practitioners' reservations about students' ability to use language appropriately in work related settings were clear:

> "If it was left down to the students they would probably just send a text somebody" (Rachel, Tutor)

> "When students are working on projects and wanting to reach out to us for advice sometimes the communication you get is not necessarily what you'd expect" (Paul, Practitioner)

However, these concerns were not entirely unfounded given one student's comment that "I asked for my mentors 'WhatsApp' and I never got it. So the only way to communicate was through e-mail" (Mel, Student L6). Findings suggest that students' desire to pursue mastery of a new language is at odds with tutors' tendency to interfere with students' access to the signs and signifiers of practitioner discourse, an action which itself arises from tutors' sense of duty in ensuring that students demonstrate such mastery. This creates tensions regarding the purpose and structure of opportunities for students to engage with industry professionals. For example, tutors claim that "with the industry contact they are gaining experience, a form of networking with industry professionals. And they're starting to learn the skills of and expectations of professional behaviour" (Rachel, Tutor). However, Michael noted the limitations of guest lectures in comparison to more collaborative project-based interactions:

> "It's a one-way conversation. You can ask some questions but you don't get involved that much in the conversation. So you can ask one question. But engaging in a deeper conversation is going to be much more valuable for me" (Michael, Student L5)

A lack of trust in students' ability to recognise and use suitable language does not go unnoticed. It seems that tutors' tendency to intervene in situations offering two-way interaction may prevent students from being responsible for their own meaning making and ultimately hinder the knowledge transformation process.

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"Mostly our tutors like to vet the questions so we have to send them in advance … I feel like the questions my tutor might pass on might be changed in a slightly different way from what we actually want to know" (Kyle, Student L4)

Ward, House and Hamer (2009) acknowledged the influence of community on knowledge acquisition, transfer and application. They posited that learning takes place in the CoP whereby the tool of language supports subjects to participate effectively alongside others and act upon the objects of the activity system. As Brown, Collins and Duguid (1989) posited, the community and its viewpoint determine how a tool is used. The differing levels of appropriateness and effectiveness of language used by different subjects mediates differences in voice. Here, voice is seen as an aspect of agency related to the ability of subjects to articulate their needs and interests (Gammage, Kabeer and Rodgers, 2016). It is interesting then that although competence is related to appropriate use of language, learners are rarely taught how to connect with the language of the workplace (Daniels, 2006).

Indeed, results gleaned from the questionnaire revealed that although students had generally positive experiences of RWL, many were unsure on statements relating to whether they knew what competences they needed to develop and whether they received sufficient feedback on their performance (Figure 12). This was particularly the case at Levels 5 and 6, with more than 30% of FHEQ L5 and L6 students feeling uncertain on the sufficiency of feedback and 34.38% of FHEQ L6 students feeling that they did not know which competences they needed to develop. For students in the latter stages of their degree, this may negatively influence perspectives on the value of RWL experiences to their overall sense of employability.
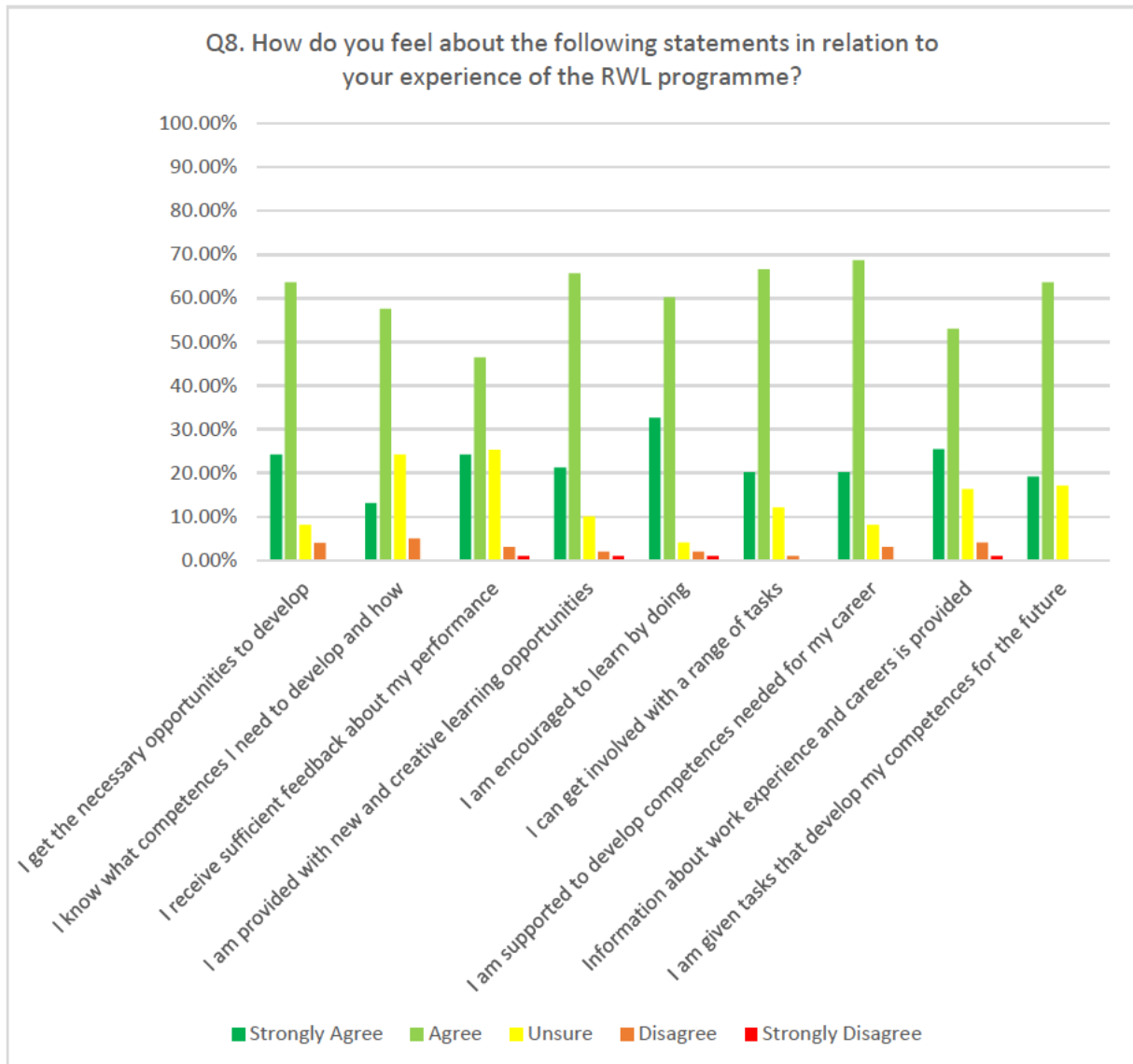
Figure 12: Student Perceptions of a Culture of Support for Employability Development through RWL

In terms of the recognition and use of other subjects as mediational means, it is interesting that tutors acknowledged the opportunity for their own knowledge acquisition and transfer to their professional context, whereas practitioners failed to recollect any notable learning and knowledge acquisition experiences:

> "I suppose the biggest thing probably is networking and creating more of an opportunity for us to use different examples of different people and run more workshops and pick up more bits and pieces of knowledge" (Teresa, Tutor)

"It's very easy as an academic to come out of touch with what is going on basically. So not knowing for instance what the priorities are in terms of delivery for a [industry partner] we're always aware of that because we work with them ... We can then talk about those and give those as examples in lectures because we have that kind of knowledge" (Rachel, Tutor)

Kettle (2013, p.25) noted that "employers may be cautious in working with HE providers because of a perceived academic elitism" and this may explain a reluctance to integrate themselves in the knowledge transformation process. This was echoed in a comment regarding the transfer of knowledge to wider communities and demonstrates the difficulties of introducing new actors to the activity system:

"I don't think your line managers really completely understand what the programme is or how it operates and this makes it difficult to have conversations around expansion of our involvement to other departments. It doesn't always connect up" (Callum, Practitioner)

This perhaps reflects a misunderstanding on the part of the practitioner regarding the complexity of stakeholder interactions in the collaborative partnership. Indeed, without previous integration into the activity system and without the opportunity to consider their positionality in relation to other subjects and communities, new actors may find that they do not possess the language to effectively connect and communicate. Fortunately, flexible approaches to pedagogy are useful for supporting employers to understand the language of academia and this helps to remove barriers to collaboration (Kettle, 2013). This opportunity should therefore be fully harnessed when considering any developments or alterations to the activity and stakeholders. Furthermore, as Wilson (2004) noted, a subject's ability to recognise and use the tool is mediated by a series of contextually based structures and rules which must be examined and understood.

6.3 The System of Rules Guiding the Provision of Real-World Learning Experiences

Both Doyle (2004) and Levine (2008) documented how an analysis of the processes involved in partnership work helps us to understand how subjects can create new possibilities through joint activity.

In terms of programme design, there was a general consensus that a structured and embedded approach to the provision of a RWL opportunities, in which "assessment briefs are topical" (Daniel, Student L4) and students are engaged in "project work that focuses on what's currently going on in the industry" (Paul, Practitioner) was most favourable. Correspondingly, we have already seen in Figure 11 that opportunities to work on collaborative exercises alongside peers and practitioners was valued more highly than the more traditional programme of lectures and tutorials.

Perceptions of experience echoed principles of Constructive Alignment (Biggs and Tang, 2011) which advocates a linkage between intended learning outcomes, what learners do in and out of the classroom and how they are assessed. Comments reflected Roßnagel, Fitzallen and Baido's (2021) findings that an approach based on Constructive Alignment supports increases in student motivation:

> "I think it's much better that they [experiences and classroom learning] link because then you really understand why you're learning about certain things and you're much more motivated to do it. I think that's got to be a clear relationship" (Andrew, Student L6)

However, as an outcomes-based model, Constructive Alignment fails to appreciate the intricacies of process and practice in RWL. For example, it was clear that problems arise when

the intentions for an embedded and structured approach to RWL is met with the constraints of the external environment, such as time pressures, performance indicators and institutional priorities. Meanwhile, Activity Theory encourages us to view the activity as the unit of analysis rather than any individual action. This prompts consideration of the underlying sources of influences on the interactions and practices (Billett, 2003), permitting a step back from internal processes to examine the wider contexts which affect the collective activity.

It was apparent that each stakeholder operated with an understanding of their 'boundary' and as such was subject to influences in their own external environment. For students this related to the external demands of coursework:

> "You've got a lot of deadlines … and you've got some volunteering that is volunteering but its mandatory … you're going to go in with the wrong mindset if you were forced and you had a lot of busy schedules as it is. And then you're not going to enjoy it and not going to gain what you should out of it. It is going to be more of a burden" (Kyle, Student L4)

In a similar vein, both tutors and practitioners felt the effects of targets associated with their professional role:

> "With the metrics you're almost working to what you have to do rather than what you want to do. And I suppose there's a sense of job survival. If you don't do that and you don't do a good job you're at risk. Because you've got targets that you've got to meet" (Teresa, Tutor)

> "When the [governing body] makes decisions about which programmes to push like the [named initiative]. That has a knock-on effect on our priority areas and the aspects of each [practitioner's] work that will deliver the greatest return on time investment … The nature of the industry is that if you don't hit your targets you could potentially lose your job" (Callum, Practitioner)

For practitioners especially, environmental influences had a prominent impact on organisational capacity. The impact of this was experienced by students, for example:

> "Sometimes it took a while to hear back. I remember one time I had to chase up a couple times and I was waiting about 3 or 4 weeks to hear something from him so I don't know if he was always busy or whatever" (Stuart, Student L6)

Perhaps more importantly, the effect was felt in terms of practitioners' perceptions of the quantity and quality of contribution that they could make:

> "The amount of time that it takes to get people up to speed makes at times can make the placement pointless to both parties really … And we're in an industry where we are time poor. That's a real issue that's a difficult thing to overcome" (Callum, Practitioner)

> "I feel that we can't really produce enough projects of substance to meet the needs of the number of students involved. And that then results in the students not being engaged in the projects combined with the fact that some of them simply don't want to be there. That makes it difficult. And then you get demotivation on both sides" (Callum, Practitioner)

Competing forces in the external environment ultimately pull stakeholders in opposite directions, arguably limiting engagement with innovative pedagogies and the degree of risk that they were prepared to take in contributing to the transformation of the activity system beyond the realms and remit of their day-to-day professional duties. This led to a lack of congruence and often contradicting perspectives regarding the object and outcome of the activity system, an issue which is discussed in Chapter 6.5.

6.4 The Division of Labour in the Implementation of the Real-World Learning Programme

The distribution of different actions necessitates the acknowledgment of the subjects, their place in the stakeholder community and their relationship to subjects from other communities (Hashim and Jones, 2007; Hopwood and Stocks, 2008). An examination of the division of labour, whether real or perceived, enables a focus on the activity between different elements of the system and subsequently reveals new understandings of the relationships between subjects

in the context that they are situated (Engeström, 1999). In turn, an analysis of relationships can reveal conceptions of purposes, values and knowledge to be gained from such activities (Edwards, 2011).

Findings indicated contradicting perspectives on own and others' contributions. For example, there was a discursive silence amongst practitioners regarding the role of tutors and subject knowledge in the successful implementation of the projects that they set out for students to engage. This suggests that practitioners fail to acknowledge opportunities for students to apply core subject knowledge derived from their degree course. This is further corroborated by results gleaned from the questionnaire and presented earlier in Figure 11 which revealed that students (54.9%) paradoxically perceived taught sessions and therefore their tutors, as the primary mechanism for knowledge application.

The disconnect between the worlds and languages of academia and industry operates in dissonance with the very premise of RWL. The apparent misrecognition of subjects' roles and contributions inevitably led to demotivation and frequent reference to 'frustration' from tutors and practitioners.

In another example, students' perceptions that they were fulfilling a subordinate role, as discussed earlier in Chapter 6.1, went unnoticed amongst both tutors and practitioners. "Power and knowledge are two sides of the same coin: just as knowledge generates power, power enables the process of knowledge-creation to be institutionalised, and knowledge to be applied, developed and reproduced routinely" (Hargreaves, 1991, p.4). Daniels and Warmington (2007)

drew on Bernstein's (1975) Code Theory to analyse a subject's position, power and control in relation to the distribution of roles and responsibilities within the activity system. If knowledge is power then all stakeholders, as learning partners, should be encouraged to embrace knowledge acquisition and transformation opportunities offered by the collaborative partnership to achieve a more equal distribution of power. When this does not happen, it leads to a weak classification and framing and consequently a merging of roles where the division of labour is concerned. This may explain references to students being used as free labour:

> "It's going to be free labour for them … but we're not there to be walked over" (Kyle, Student L4)

> "Sometimes we get sort of that feedback around oh we're just we're just sort of a dogsbody or we're just doing the work for the [industry partner]" (Rachel, Tutor)

> "It was seen as free labour. But actually is there value in that?" (Callum, Practitioner)

Different perspectives on the way that roles and responsibilities are distributed amongst subjects in the activity system generate tensions over the motives for pedagogic approaches that govern the involvement of each subject and the boundaries of the intervention (Kettle, 2013). For example, research into the uptake of new pedagogical approaches by teachers indicated that their level of understanding, influenced by past experiences, impacts on the degree to which they are accepting of new interventions (Grossman, Smagorinsky and Valencia, 1999). Indeed, findings indicated students' and practitioners' tendency to conduct an analysis of the opportunities presented by a RWL programme. Considerations included time investment required, fulfilment of need and prior experience of similar circumstances:

> "I think as long as it doesn't add more work to the course then I think it's a good idea" (Archie, Student L5)

> "If it wasn't mandatory so maybe if they actually wanted to do it, it would be a different sort of scenario. The attitudes might be different" (Ellie, Practitioner)

"It might also be down to motivations and being aware of the reality of the challenges of getting projects off the ground and being burned by the situation in the past. And then therefore like I said motivation drops" (Callum, Practitioner)

The outcome of their analyses contributes to stakeholders' motivation to engage in RWL experiences and arguably reflects both their perception of the object or outcome of RWL and, more specifically their beliefs about the relevance of experience (see Chapter 5.3) in working towards that outcome.

Interestingly, as shown in Figure 13, students indicated that through the RWL programme, they received greatest encouragement to participate in taught timetabled sessions. This was especially the case amongst FHEQ L4 students as 100% of respondents agreed that they were encouraged to participate in taught sessions. Overall, fewer students (68.69%) indicated that they were encouraged to participate in extra-curricular Continuous Professional Development activity, despite 88.77% saying that they were encouraged to participate in volunteer opportunities relevant to the industry. It seems that students are over-valuing timetabled curricular activity and failing to connect the notion of Continuous Professional Development with the opportunities presented by extra-curricular participation in volunteering or work experiences. This has implications for elements of a RWL programme that requires students to engage in activities outside of the classroom and raises questions regarding how a culture of participation in competency development can be instilled. Indeed, Gilbert (2017) emphasised that an intervention for the development of learning must be understood in terms of the diverse ontologies and cultural contexts in which subjects are situated.
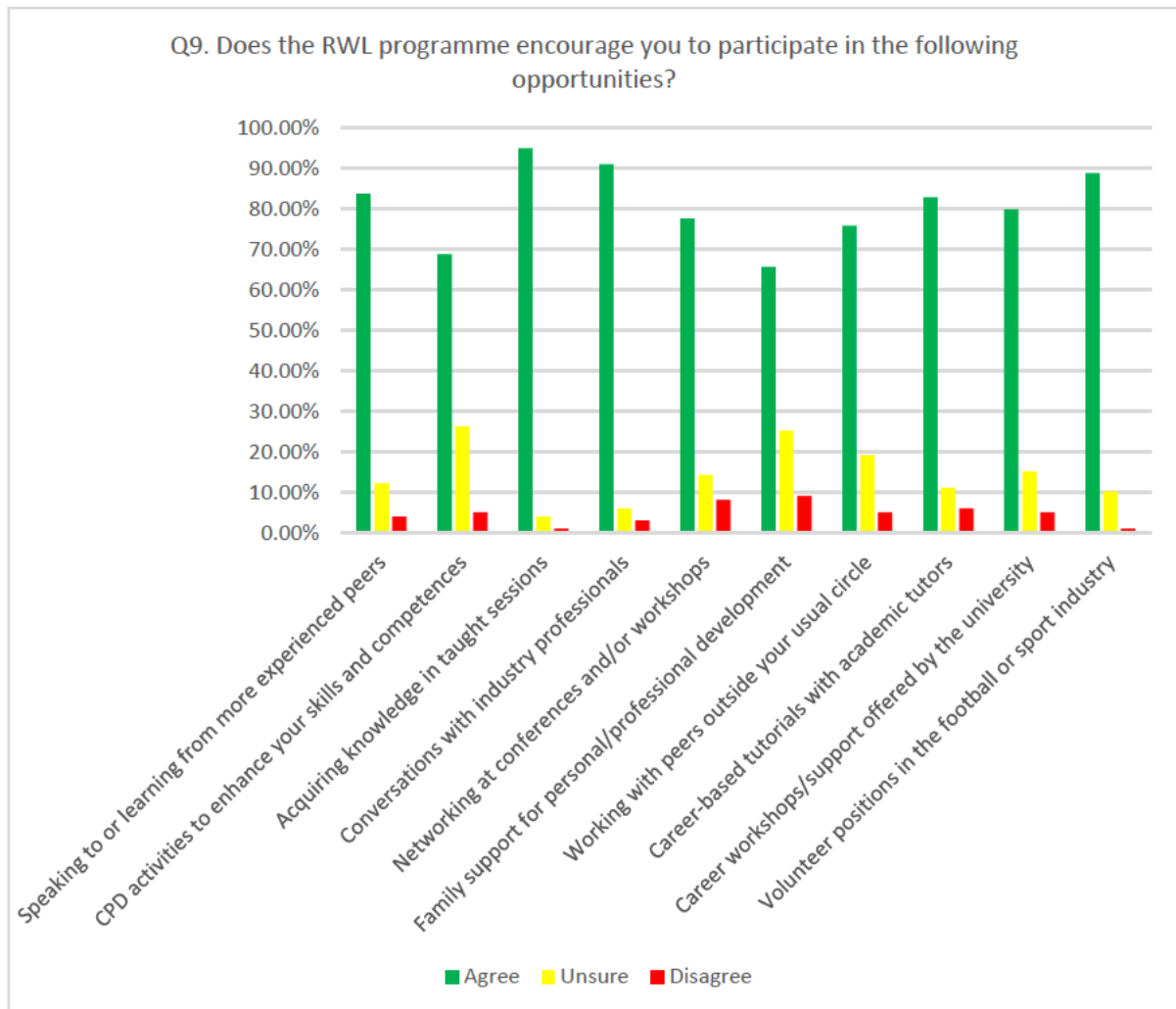
Figure 13: Student Perceptions of a Culture of Participation in Employability Development through RWL

Activity Theory draws on Vygotsky's (1978) depiction of the subject as constantly evolving within a culture of knowledge acquisition and application. Collis and Moonen (2002) and Kettle (2013) highlighted the need for a flexible pedagogy for employer engagement which moves away from acquisition of pre-determined knowledge to a model which enables learners to inform and develop the body of knowledge in a CoP. Rachel discussed what this might look like in practice for tutors as learners, with the motivations for doing so:

> "Almost expanding my role as a tutor more than I would do normally like because I could very much just sit back and just do what's required of me. So if I am going out to find industry partners and creating opportunities then to me that's almost an extra string to my bow as well" (Rachel, Tutor)

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Rachel's ideas relate to the notion of 'boundary crossing' whereby the ZPD does not only operate to facilitate learning in the classroom. It is particularly useful to highlight that in a RWL programme, collaboration between different communities of subjects might help to generate new practices (Warmington *et al.*, 2004). Boundary crossing acknowledges the horizontal development of knowledge and the transfer of competences to different contexts which is a necessary element of 'employability' and RWL, and it is in this sense that "boundary crossing involves negotiating different zones of proximal development" (Griffiths and Guile, 2003, p.61). The notion of historicity is therefore not only a product of previous expansion but provides scope for future expansive transformation. By encouraging all stakeholders to consider their participation in relation to their own and others' boundaries and by providing opportunities for each stakeholder community to engage with the roles and responsibilities of others, then greater alignment in perceived objects and outcomes of RWL can be achieved.

6.5 The Perceived Objects and Outcomes of Engagement in Real-World Learning

Partnerships in the provision of RWL experiences consist of complex networks of subjects, working at different levels and with different agendas. Exploring the motives of those involved in a university-industry collaboration, Bolden *et al.* (2009) suggested that academics may be influenced by personal, professional or research interests. They also noted the involvement of different subjects from the practitioner community, such as staff at an operational level in the partnership but also their managers who may be involved in the partner organisation at a more strategic level.

What the object means to the collaborating subjects is variable and from a phenomenological perspective, dependent on the experience of learning in the experienced context (Doyle, 2004). A learning and developmental perspective emerged in comments across all stakeholders and may stem from conceptions of employability as self-awareness explored in Chapter 5:

> "You're looking to actually try and develop the skills which increase your employability in the long run" (Johan, Student L4)

> "This can be seen as a learning and development opportunity for our staff too in terms of getting them management opportunities … It's valuable experience. And like I said it's a real opportunity to practice different things in terms of recruitment and staff development" (Callum, Practitioner)

> "I mean I think about all the opportunities that opened up for me in terms of the people that I worked with" (Rachel, Tutor)

However, concerns of self-development for tutors and practitioners were frequently contrasted with the need to meet tangible targets, highlighting the tensions arising from a performative culture in HE For example, tutor motives appeared to be consistent with Kettle's (2013) suggestion that catering to the needs of the student as a learner is the true indicator of effectiveness in any intervention developed through a university-industry partnership. Indeed, tutors seemed particularly preoccupied with metrics associated with the student experience, retention, achievement and outcomes:

> "If we don't get good graduate outcomes or if we don't get good achievement or students think they're not getting what they're entitled to. And I hate that. I hate the metrics" (Teresa, Tutor)

Findings also echoed Kettle's (2013) observation of the tensions between enhancing the learner experience and responding to practitioner needs, suggesting that the employer perspective may enable or constrain the possibilities for a flexible pedagogy which translates the requirements of employment into educational practices. Indeed, there were contradictions between

practitioners and other stakeholders regarding the existence of mutual benefit through the university-industry collaboration.

The first of these contradictions related to the degree to which practitioners benefitted from progress towards their professional targets. Whilst one of the tutors believed "a lot of their metrics are achieved with the students doing the work" (Teresa, Tutor), the picture was less straightforward from the perspective of practitioners:

> "We rarely see significant progress towards our KPIs through the programme" (Callum, Practitioner)

> "I'm gonna hit my numbers but having these students might be able to facilitate an increase in my targets" (Paul, Practitioner)

Similarly, despite agreement amongst tutors and students, there was uncertainty from practitioners regarding whether the programme contributed to the development of a future workforce:

> "When you're talking about in the future about someone who might support this project either voluntarily or paid you remember those names you think potentially you might be able to speak to them and get them involved. So I think the long-term benefit of potentially having an already moulded future employee is the biggest thing" (Paul, Practitioner)

> "Long term it was always about let's develop the next generation of workforce. That's what we wanted. We wanted the opportunity to identify, to develop, to produce future development officers that were going to come back into the industry. I don't think we ever really got there for various reasons" (Callum, Practitioner)

Doyle (2004) suggested that for partnerships to be effective, stakeholder interests, perspectives and interpretations need to be explicit from the outset thus allowing subjects, regardless of status, to clearly articulate their object. This was reflected in several comments from practitioners regarding the degree to which their efforts and input were ultimately valued by

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students and therefore whether the partnership, despite appearing realistic on paper, is truly beneficial to all parties in practice:

> "You get the initial interest from some but then very few then carry it on. And that might be a lack of understanding about what we're offering what the role entails and whether that then doesn't match what they wanted to get out of it" (Paul, Practitioner)

> "If it's tailored to the needs of those students they're likely to buy into it more" (Callum, Practitioner)

> "If it was a bit more thought through in terms of us as practitioners understanding the students' needs then it would be a bit more cohesive and actually benefit both the student and my department" (Ellie, Practitioner)

It is the orientation to the object of activity which supports the mobilisation of subjects. Yet this goal appears to exist external to the system; it is a constantly evolving notion which, owing to the subjectivity of human actors, may never be truly grasped. The design and development of any university-industry collaboration would benefit from supporting stakeholders to determining and working towards mutual benefit to ensure that the outcome remains relevant for all parties and to ultimately establish a culture of employability.

6.6 Exposing Tensions in Perceptions of Real-World Learning

Activity Theory has proven a useful framework for understanding tensions in stakeholder perceptions and the extent to which RWL programmes may need to acknowledge or overcome. This deconstruction of the experience of RWL revealed contradicting perspectives relating to four areas: 1) the recognition of identity, 2) the use of language as a mediational tool, 3) the expectations of own and others' boundaries of responsibility, 4) the perception of mutual benefit.

Although tension may be seen as a threat to the collaborative process (Tett, Crowther and O'Hara, 2003), Engeström (2009) argued that it is fundamental to development of the system. As explained in Chapter 4.7.3, the final phase of analysis involved a reconstruction of the narrative of the RWL programme by revealing the critical incidents, based on the principles of Bildungsroman, which drive tensions in stakeholders' experience.

CHAPTER 7: RECONSTRUCTING THE NARRATIVE OF REAL-WORLD LEARNING - CRITICAL INCIDENTS IN THE CREATION AND MAINTENANCE OF AN EMPLOYABILITY CULTURE

RQ3: How are stakeholders' conceptualisations of employability and experiences of RWL related to the creation and maintenance of an employability culture?

The final phase entailed an abductive analysis of critical incidents in the stakeholder experience which can be said to mediate the culture of employability associated with the programme of RWL under investigation. The emerging critical incidents are presented thematically in Figure 14.
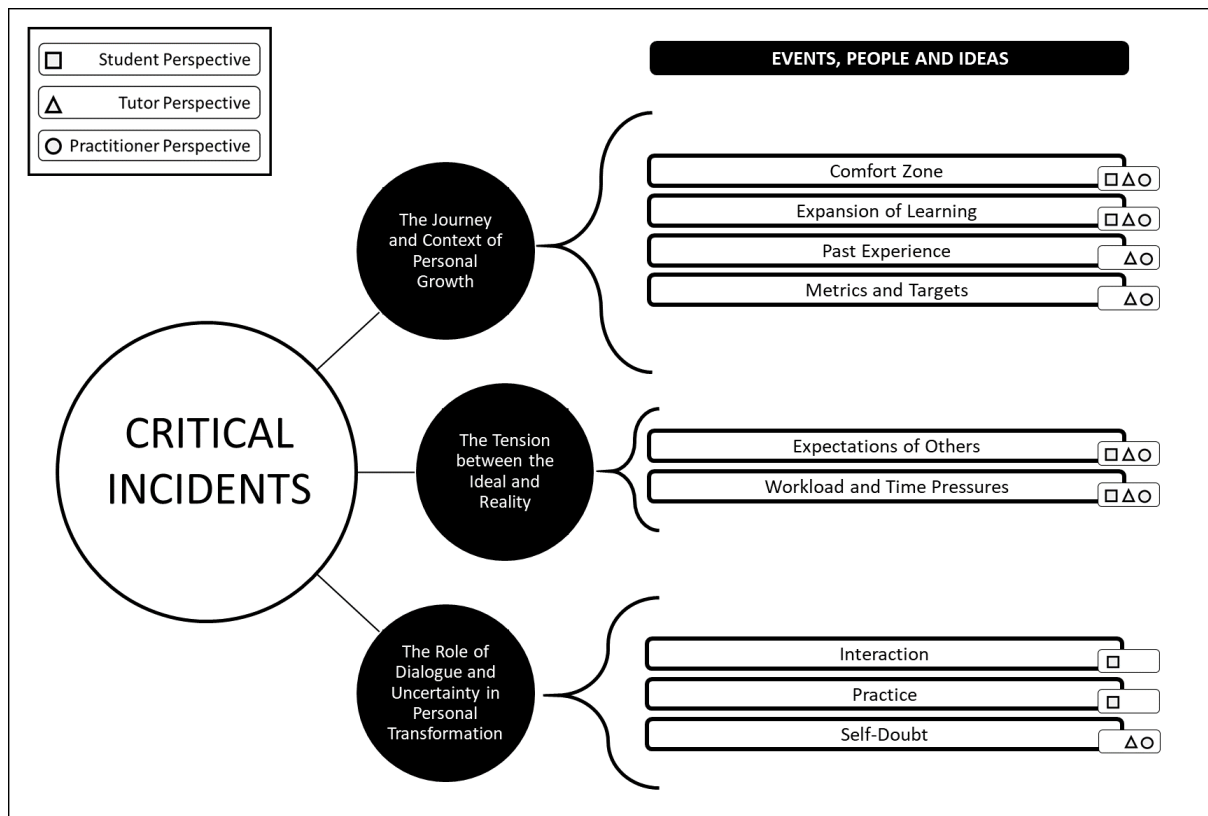
Figure 14: Critical Incidents in the Creation and Maintenance of an Employability Culture in RWL

7.1 Exploring the Multiple Lived Truths of Real-World Learning

Historical events influence current perceptions, thus explaining a person's recollection of experiences and associated behaviour in current circumstances. Stakeholders attach meaning, such as perceptions of a programme of RWL or conceptions of employability to the particular incident they are talking about.

The identification of critical incidents therefore supported a reconstruction of stakeholder perceptions of their lived experience. Emerging from a process of re-storying, the following three accounts, juxtaposed with academic commentary, exemplify the influence of critical incidents on the creation and maintenance of an employability culture from the perspective of each stakeholder group. These accounts ultimately serve to illustrate how stakeholders' behaviours, experiences, perceptions and beliefs are interrelated.

7.1.1 The Student Narrative

There is evidence to indicate that students are acutely aware and frequently negotiate the perceived boundaries of their comfort zone:

> "It's very easy just to get swept up in it and stay within that little zone and think yeah I'm doing all my work. I'll be fine and I'll get a job when I come out. Whereas actually stuff like [real-world learning]. Well, it is much more important" (Andrew, Student L6)

Although the idea of extending oneself beyond familiar situations may be deemed necessary in the development of the critically reflective practitioner, it is also perceived as "awkward" (Michael, Student, L5) and "nerve-wracking" (Stuart, Student L6). Nevertheless, Eden (2013) identified that passive forms of learning, whereby learners remain within the boundaries of what is familiar, are particularly unhelpful in employability development.

In Chapter 2 I pointed to literature highlighting the role of experience, with its possibilities for extending learners into their ZPD, in promoting knowledge transformation. Building on this theory, findings connect with what Anderson and Gegg-Harrison (2013, p.495) referred to as the "Comfort Zone of Proximal Development". They argued that there is a region which lies between a learner's ZPD and their comfort zone in which the taught material "is within their cognitive capabilities, it is presented in a way that is familiar to them, and uses an application that is relevant or interesting to them" (Anderson and Gegg-Harrison, 2013, p.495). They posited that for learning gains to be made, learners must be stretched into their ZPD whilst not losing sight of the familiarity of their comfort zone. Students therefore need to be supported to ascertain and negotiate the "Comfort Zone of Proximal Development" (Anderson and Gegg-Harrison (2013, p.495) with the help of "relevant scaffolding" (Cortazzi and Hall, 1998, p.19, cited in Graham, 2017, p.37). Indeed, Salvatore reflected on incidents in his learning experience when pushed to the boundaries of his comfort zone, noting:

> "It's only that way when things click. But I have to be right at right at the limit" (Salvatore, Student L6).

Kolb's (1984) experiential learning theory suggests that students need at least some experience of employment to learn about becoming employable. As Eden (2013, p.267) explained, this is because "it is the often uncomfortable and unfamiliar newness of the work experience that is part of prompting learning". Indeed, Daniel commented:

> "We are learning when we are out of this comfort zone and it develops us as a person" (Daniel, Student L4)

Pegg *et al*. (2012, p.20) believed that employability should be understood as "a process of 'becoming' related to graduate identity". In this regard, Ornellas *et al*. (2018) expanded existing definitions of authentic learning beyond an epistemological dimension of what students are

expected to know and be able to do, to consider the ontological perspective of who students are becoming or learning to be. Furthermore, Jackson (2016) explained how the purpose of employability enhancement programmes was to support the process of becoming a professional through a focus on self-esteem, positive attitudes, confidence, reflection, self-awareness, critical thinking, lifelong learning and disciplinary knowledge. In the current research context, the process of becoming was supported by the extended CoP resulting from university-industry collaboration. When learning takes place beyond the classroom, students become part of a collective network of subjects seeking to interpret a common object (Engeström, 2011). Findings indicate that it is this process of becoming through shared action which allows the student to appreciate the role of dialogue and uncertainty in personal transformation. For example, this is captured in students' recognition of the expanded learning environment as an authentic opportunity for practice:

> "I believe that you learn better by doing it yourself and making a mistake and just learning from that mistake and not repeating it again" (Michael, Student L5)

> "When there is a project where you have to participate in a real thing, I think it's more useful. My group was more into it. You know it was more serious and more responsibility" (Mel, Student L6)

Comments echoed Eden's (2013, p.272) study in which students associated engagement in extended learning opportunities with "freedom, creativity, the feeling of having agency and influence or efficacy over processes and outcomes".

Interactions and insights that the learner contributes, through their participation in the learning experience, may serve to change the knowledge base of the community in which he or she

participates. For example, Stuart noted how he had the opportunity to contribute ideas and solve problems as experienced by others:

> "You could definitely see the real-life struggles that they would have as a [industry partner]. And it's definitely quite eye opening especially when you actually put it into action you can really kind of see why they might be struggling" (Stuart, Student L6)

I demonstrated in Chapter 5 how the hierarchy of belief systems shifts for students as they progress through their studies. Students at FHEQ L4, with no prior experience of the RWL programme, emphasised employability as occupational competence. In contrast, as students moved though to FHEQ L5 and L6 and developed an account of their social positioning in the CoP that the RWL programme offered, the emphasis on occupational competence was replaced with conceptions of employability as being more about knowledge and experience. It seems that when students recall a positive account of their social positioning in a CoP, they are more likely to acknowledge expanded learning opportunities beyond the classroom and consequently develop an appreciation for the identities of others involved in the shared activity. This second aspect is important because whilst Vygotsky saw learning as a process involving shared action, he also emphasised the importance of the use of appropriate language.

Language enables individuals to make sense of the world and enables learners to collaborate in socially complex activities (Bernstein, 1975). RWL supports students to gain cultural resources, such as language, through the provision of access to specialist tools or assistance from more experienced others (Griffiths and Guile, 2003). However, the expansion of the learning context brings a wider range of identities into the CoP. The contexts of personal growth from which each of these identities emerges has its own language. Consequently, "each community of practice has its own routines, rituals, artefacts and symbols, stories and histories" (Sim, 2006,

p.78). As findings presented in Chapter 6 indicated, learners perceive practitioners as highly knowledgeable. Although there is a desire to learn "in collaboration with more capable peers" (Vygotsky, 1978, p.86), a feeling of disconnect with the language of the CoP results in a reluctance to actively engage. McKay and Devlin (2014) explained that students should be guided through the signs and signifiers of unfamiliar discourses so that they are better equipped to participate in meaning making and thus have a greater sense of belonging in the CoP.

Moreover, according to Bernstein's (1975) code theory, active, enquiry-based learning such as that which can be achieved through RWL programmes, results from weaker definitions in the social division of labour and social relations amongst subjects and consequently offers more fluidity in and between the roles that they undertake. However, this can result in tensions between the ideal and reality when working in a CoP. Several students commented on the difficulties of working with others. Specifically, comments revealed that tensions arise when a certain perceived level of expectation in the distribution of labour is not met:

> "I think it is important to work in a group. But I think maybe there was sort of clearer minimum expectations of what the group should achieve" (Andrew, Student L6)

> "You need to know that the people that you're working with are willing to work at the same level as you. And that's one of the biggest challenges" (Stuart, Student L6)

Literature focused on supporting students to develop their professional identity has highlighted the influence of "internalised expectations and behaviours that arise from a role or distinct network of relationships" (Stryker and Burke, 2000, p.286). When a subjects' expectations in terms of the sharing of roles and responsibilities with others in the CoP are not met, their own motivation to engage in learning experiences outside the classroom is negatively impacted.

> "You're going to go in with the wrong mindset if you were forced and you had a lot of busy schedules as it is. And then you're not going to enjoy it and not going to gain what you should out of it is going to be more of a sort of like a burden and more sort of like a chore than anything else" (Kyle, Student L4)

Findings contradict assumptions that groupwork offers many pedagogical benefits such as increased motivation, cooperative learning, multicultural experience and workplace skills such as communication (Baaken, Kiel and Kliewe, 2015). Indeed, Williams, Beard and Rymer (1991) noted the problems that may arise when group members contribute unequally and pointed to the negative impact on the learning experience. This arguably brings about tensions with conceptions of employability as being about gaining or learning from experience.

7.1.2 The Academic Tutor Narrative

For the tutor, there are contradictory incidents in the experience of RWL. On one hand, tutors recalled positive past experiences from involvement in the programme, particularly in terms of their own professional development:

> "It gives us a wider network of people. You make further links once you get to talk to people. And the more you get to know them the more they open up with you and the more you then get invited to other things where you meet other people. So I suppose the biggest thing probably is networking and creating more of an opportunity for us to use different examples of different people and run more workshops and pick up more bits and pieces of knowledge" (Teresa, Tutor)

Teresa's comments illustrate tutors' awareness of the need to maintain an up to date understanding of the industry in which their learners will, in future, be required to transfer their knowledge and skills. By embracing the professional development opportunities offered through the programme, tutors would alleviate concerns highlighted by de Rijdt *et al.* (2013) and Davids *et al.* (2017) about educators who may have become out of touch, or may never have entered industry. Furthermore, Veillard (2012) described sites of education and work as

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social organisations which constantly face contradictions and new challenges. This demands horizontal knowledge transfer and a transformation of identity (Beach, 2003) as individuals transition across the boundaries of different social organisations. In this regard, Rachel acknowledged how she might assume the identity of a learner as well as a teacher in the collective activity:

> "If I am going out and creating opportunities then to me that's almost an extra string to my bow. That's another experience that I can learn from. We can reflect on that and think about how we could develop" (Rachel, Tutor)

Rachel's experiences were linked to an expansion of learning opportunities and a recognition that tutors can operate beyond what might traditionally be perceived as the boundaries of responsibility for an educationalist.

However, these positive past experiences are contrasted with events in the broader context of the academic's professional role. As Graham (2017) identified, a shift from demand-led skills to a focus on graduate attributes has resulted in the creation of models and frameworks for employability, which ultimately drove the development and implementation of the programme of RWL examined in the present study. In this context the educationalist may view their role as interventionist, using scaffolding techniques to extend the boundary of comfort beyond the confines of the classroom and encourage learners to see the potential for expanded learning opportunities and knowledge transfer. In reality, these efforts are contradicted by an increased emphasis on metrics and performance targets brought about by the 'teaching excellence' debate in recent years. The employability metrics used in the TEF rely on short-term employment data and anecdotal evidence, which Graham (2017, p.48) argued "intuitively seem inadequate to the

task of quantifying employability in its entirety". As a result, tutors appear pre-occupied with the need to demonstrate that they are meeting such standards:

> "With the metrics because you're almost working to what you have to do rather than what you want to do. And I suppose there's a sense of job survival" (Teresa, Tutor)

This was also apparent in Chapter 5 whereby an analysis of the hierarchy of belief systems across all stakeholders revealed tutors' emphasis on employability as occupational competence. Given Pajares' (1992) explanation that beliefs are time and context specific, we can assume that stakeholders' personal and professional contexts can have an influence on their beliefs and therefore that tutors' beliefs about employability as occupational competence are artificially produced by the performative context in which they find themselves.

Contradictions in the journey and context of personal growth are linked to another set of critical incidents, namely the tension between the ideal and reality. Tutors report that in an ideal world they would like the opportunity to be innovative and creative, to expand their own and others' potential for learning beyond traditional conceptions of the role of the tutor and the student, to redefine what it means to be or to become a tutor, a student or a practitioner in the context of RWL. However, as encapsulated in a phrase regularly used by one of tutors, "that's not real life" (Rachel, Tutor). As Hockings (2005) revealed, institutional policies and practices designed to improve standards and efficiency may actually inhibit those designed to improve student learning. Consequently, the focus on metrics and performance targets results in an apparent desperation to get things right:

> "It frustrates me and to a certain extent I get quite angry and cross about the fact that [students] then don't engage in it and then they moan about it. We've offered it to you. It's your responsibility to engage. We can't force you but it's there" (Teresa, Tutor)

This brings a level of expectation of students and practitioners which, when not met, results in significant frustration especially when coupled with feelings of not having enough time or having too many other responsibilities to be able to attend to the development and implementation of the programme:

> "The biggest negative is the amount of time it eats into your workload" (Teresa, Tutor)

> "I think some people are looking for an easy life. So it depends on how much work you want to make for yourself" (Rachel, Tutor)

Hockings (2005) investigated the conditions required for academics to adopt unfamiliar and innovative pedagogies. She revealed that dissatisfaction with workload and time constraints affect the ways in which lecturers approach their teaching, with many opting for strategies which are more likely to reduce workload rather than those with offer the best educational benefits for students. Comments therefore corroborate Brady and Bates' (2016, p.163) suggestion that viewing the attainment of excellence as an outcome results in a "pedagogy of confinement" which neglects the learning process and precludes the uptake of innovative approaches to teaching and learning such as those offered through RWL.

Fleming and Martin (2007) identified that students, tutors and practitioners must each take responsibility for their roles and functions in the system in order to benefit from involvement in the partnership. For example, dialogue with more experienced others is important and offers students the opportunity to observe and imitate professionals in their daily roles. Yet at the same time, students are expected to take "an active role in constructing meaning from what they encounter" (Billett and Somerville, 2004, p.315) in order to learn the expectations of behaviour for successful operation in the work-related environment (Jackson, 2017). However, it seems

that when the division of labour in the programme is perceived to be unequal, tutors question the extent to which it is necessary to scaffold RWL experiences for their students, or whether students and practitioners appreciate the work that tutors do:

> "I had so many expectations of the students about what I thought they could do and what I expected them to do. And then I think as times gone on I've realised this is maybe not realistic. As a lecturer you realise that sometimes you're fighting a losing battle and so I think perhaps I've lowered my expectations" (Rachel, Tutor)

> "We quite often have students saying I've tried to contact my [practitioner] and I can't get in touch and it's kind of almost a disconnect between what happens in the classroom and then actually getting the support afterwards. And we kind of market them as a support mechanism for the projects but I'm not sure the students actually necessarily get that sometimes" (Teresa, Tutor)

Comments echoed Frankham's (2017) findings whereby tutors reported that they were regularly required to justify the emphasis on employability enhancement and where there was a general feeling that many students were "relatively unconvinced of the value of employability focused initiatives" (Frankham, 2017, p.6).

The tendency for students to see little overlap between university learning and work was described by Dahlgren *et al*., 2008, p.130) as "the variation between students' different ways of experiencing learning and work". Linked to this are a focus on the negative experiences and tensions arising from working with others at the expense of an appreciation for the role of dialogue in personal transformation. As Anderson and Gegg-Harrison (2013) suggested, this highlights the importance of establishing and maintaining a sense of connectedness between all stakeholders in a collaborative partnership. Instead, tutors emit a sense of uncertainty about their efforts to scaffold the learning experience, leading them to question their role and identity in the CoP:

"The problem I think we find is that there's so much out of our control. In our heads, if we were in charge of everything it would be running perfectly. But that's not real life. Because we're working with different organisations and it's insanely frustrating because all of a sudden [industry partner] could just drop off the radar. And then that's it, that's a project just thrown up into the air. It all presents an element of disorganisation, which is completely unavoidable. I don't think the students see that" (Rachel, Tutor)

Ultimately, tutors' negative experiences in respect of the division of labour in the CoP lead to self-doubt about the role that they should play in scaffolding opportunities for expanded learning experiences outside the classroom:

"I think we've done nothing but develop it to be as organised and well run as possible. So you would think that would then reap the rewards. But it hasn't" (Rachel, Tutor)

"You can lead a horse to water but you can't make it drink. Sometimes I feel like we're wasting our time. But you can only do what you can do" (Teresa, Tutor)

Returning to the notion that beliefs are influenced by context, findings suggest that the tutor experience of RWL is marred by a lack of confidence in their efforts to support the employability enhancement of their students. This is subsequently tied to their beliefs that employability is less about self-awareness and even less so about gaining and learning from experience. This has clear implications for the development and implementation of an employability enhancement initiative in which the central tenet is the provision of experiences of real-world work into which students can learn to transfer knowledge and skills.

7.1.3 The Industry Practitioner Narrative

Practitioners identify tensions between the ideal and reality when recalling the experiences of working with others in the collaborative partnership. As discussed in Chapter 2, pedagogical practice is largely based on assumptions that the purpose of university-industry collaboration in RWL programmes is primarily to provide students with opportunities to engage with the

tools and language of industry through access to those experienced others. Indeed, an emerging area of literature is focused on the role of work-related learning in fostering professional identity construction by enabling students to "make sense of their intended profession through observing, questioning and interacting with seasoned professionals" (Jackson, 2017, p.833). However, as noted by Jackson and Hancock (2010) it is important that students and tutors share responsibility with industry stakeholders in the development, monitoring and evaluation of professional identity. It is therefore unsurprising that practitioners recount feelings of frustration in situations when their expectations of students' engagement are not met:

> "Often it's put on a plate for them as part of their course. It's like here's an opportunity to impress on a future employer in an industry where there are limited opportunities to work. And that is simply not grasped by any means by a lot of the students that I've come across" (Callum, Practitioner)

Professional identity is about students being able to understand and relate to their intended profession and their ability to perform to the standards expected by industry (Tomlinson 2012; Holmes 2013). When expected standards of performance are not met by students, whilst practitioners are juggling competing time and workload pressures, a sense of negativity and disgruntlement is directed at students:

> "It's more work to get someone to do something than it is to do it ourselves. And we're in an industry where we are time poor. That's a real issue that's a difficult thing to overcome" (Callum, Practitioner)

To understand the dilemma that practitioners face in understanding the apparent lack of engagement from students, Baxter Magolda's (1998) theory of self-authorship can be applied. This theory offers a framework which examines the different stages of professional identity development in students. The expectation of practitioners is clearly that students, following a short period of observation and imitation to learn the expectations for performance in the

profession, will progress quickly to stage where they can "begin to question the legitimacy or value of processes and ideas of the profession" (Nadelson *et al.*, 2017, p.5). However, echoing Jackson's (2017) findings, practitioners' recollections suggest many students may be at the 'following formulas' (Baxter Magolda, 1998) stage. Although students may contribute their ideas, these are likely to be bound by personal context and values. As Jackson (2017) concluded, this could be attributed to the brevity of work-related experiences offered by the structure of the programme. Indeed, Witt *et al.* (2019) noted that direct experience approaches, such as RWL embedded in the curriculum, are often tied to a university-defined timeframe and students' availability usually does not align with the start-to-finish timeframe of an organisation's real-world project. Students can therefore only be placed in a limited role and rarely gain an in depth understanding.

The practitioners' journey and context of personal growth seems to exacerbate the tensions and feelings of frustration. For example, there is evidence to suggest that the mismatch between practitioners' idealist vision of the student, which is based on their perceptions of 'how they were' when they were students, contrasts with the reality of student engagement in the present day that practitioners are faced with:

> "I based my expectations on my own personal experience. I expected them to be how I was. And that wasn't necessarily the case" (Paul, Practitioner)

Practitioners clearly have an idealised perspective on the potential offered by students' involvement in and contribution to their professional role where the achievement of targets and evidence against performance metrics is concerned. Practitioners therefore seem to embark on collaborative partnership work with a positive outlook but this quickly turns to frustration when practitioners realise that the potential for mutual benefit is diminished:

> "It gives us a delivery workforce to support with our projects. But that is heavily reliant on the students completing those project tasks and doing them to a standard that is or what we perceive to be a standard of what is expected" (Paul, Practitioner)

The danger is that if practitioners reflect negatively on recent experiences of their involvement in the programme this may impede future innovation and creativity, or a willingness to engage in the university-industry collaboration at all:

> "Being aware of the reality of the challenges of getting projects off the ground and being burned by the situation in the past … on paper and in principle a partnership sounds great but then you're faced with the reality. And that's what makes it difficult to see the benefit in continuing those relationships" (Callum, Practitioner)

A further consideration in a practitioner's contradictory experience of the journey and context of personal growth is related to the recognition of opportunities for expanded learning and boundary crossing. Literature on collaborative partnerships in RWL points to the opportunities for expanded learning through subjects' exposure to the signs and signifiers of specialist languages in unfamiliar contexts, and how meaning making is supported by more experienced others (Griffiths and Guile, 2003). Emphasis is often placed on the learning opportunities for students, but there was some acknowledgement from practitioners of the opportunities for expanded learning beyond the immediate boundaries of professional role:

> "This can be seen as a learning and development opportunity for our staff too" (Callum, Practitioner)

In this regard, practitioners would develop their familiarity with the context-specific language of academia and therefore to experience a sense of belonging in the academic community to which they are being asked to contribute.

A sense of belonging in a new CoP implies a meeting of cultures, where dialogue and interaction take place. Rae (2007) identified a prevailing culture in academic organisations whereby the production of academic knowledge tends to privilege theory over practical application. This calls into question the relations of power and control within the CoP. For example, if responsibility for the development and implementation of a programme of RWL is deemed to lie with academics, as Kinash, McGillivray and Crane's (2018) findings show, then this implies greater power afforded to academic language than that of the workplace. However, this is at odds with conceptualisations of 'employability' in which learners' competence is determined by their ability to effectively recognise and apply the tool of industry-specific language to shared activity. Interestingly, Kinash, McGillivray and Crane (2018) also found that employers tended not to draw connections between work-related experiences and the academic processes of assessment.

It is apparent that confrontation between the identities and personal contexts of different stakeholders leads to tensions between educators and professional practitioners which may negatively impact on the level of authority afforded to the industry-based practitioner in the realm of academia. The various tensions present feelings of uncertainty for practitioners, resulting in self-doubt about the value of their involvement in the programme and over the degree to which their contribution is worthwhile:

> "I'm not sure how much positive impact we can have or what we can offer" (Callum, Practitioner)

Ultimately, the practitioner narrative corroborates Jackson's (2017, p.837) suggestion that "all parties must clearly understand what action is being taken to foster employability, and why, in order to develop a deep understanding of self, the capacity to articulate attributes, strengths and weaknesses and to facilitate seamless skill transfer across different contexts".

7.2 The Culture of Employability in Real-World Learning

RWL programmes are based on definitions of employability as a "process of learning and becoming, thus offering potential for more holistic, integrative learning" (Eden, 2013, p.267). In this context, Estiénne (1997) emphasised the importance for individuals to participate positively in work-related learning, to recognise the contribution of development and to share responsibility for such development with the broader social organisation (Estiénne, 1997).

Given the socially constructed and multi-faceted nature of career reality, it has been suggested that the enhancement of employability should be framed around instilling an openness to personal and professional development alongside a "positive orientation towards flexibility" (Artess, Hooley and Mellors-Bourne, 2017, p.32). The notion of 'employability orientation' (van Dam, 2004) offers a useful indication of an individual's motivation to develop themselves in a professional context (Kroese, 2015) and has been shown to be an important precursor of actual employability (Nauta *et al*., 2009).

Nevertheless, according to Brown, Collins, and Duguid (1989, p.33) "activity, concept, and culture are interdependent. No one can be totally understood without the other two. Learning must involve all three". As such, employability orientation is said to be positively influenced

by an employability culture that supports individual development (Nauta *et al*., 2009). This involves the cognitive facet of organisational culture (Ostroff, 1993), which is concerned with actors' personal growth.

Regardless of the employability policies, programmes or practices that an organisation puts in place, their success is determined by the attitudes and behaviours that they foster (Nauta *et al*., 2009). In this regard, the theory of organisational culture can be used to understand how a programme of RWL fosters stakeholder values, beliefs, assumptions and behavioural patterns in the social system.

As Bolden *et al.* (2009) identified, there are a range of facilitators and barriers, including the culture and systems underpinning collaboration, to effective partnership working in the implementation of RWL programmes. In the context of university-industry collaboration in RWL, an understanding is required of the characteristics of an organisational culture which will support and encourage employability. Drawing on Harrison's (1995, cited in Estiénne, 1997, pp.195-196) classification of four types of organisational culture, Estiénne (1997) set out that social organisations seeking to support employability can be described primarily as having a 'person culture' which places the needs and expectations of subjects at the centre of all activity. The organisational structure in this case is fluid and formed of interdependent actors. As such, various operations may take precedence at various points in time and leadership in these functions may also vary.

The programme of RWL examined in this research arguably promotes the fluidity and interdependency of actors. Stakeholder narratives revealed how the activity system operates to serve various functions and has the potential to offer varying degrees of agency at various points, to its subjects. However, as Stakeholder Theory (Freeman, 1984) suggests, this provides the opportunity for multiple participants to set about accomplishing diverse objectives aligned to their own interests. Ankrah and Al-Tabbaa (2015) demonstrated the influence of stakeholder motivations on the formation, organisation, operation and outcomes of university-industry collaborations. Corroborating this work, the narratives revealed that when the object motive of all stakeholders is not congruent, subjects are likely to encounter difficulties and subsequently attach feelings of negativity to their recollection of experiences. In line with Roger's (1962) Diffusion of Innovations theory, there is evidence to suggest that "the overall structure of a social system can facilitate or impede the diffusion of innovations" (Rogers, 1962, p.25). This raises concerns for the adoption of such a programme by tutors and practitioners and could influence future engagement from students. Eisner (2002) argued that educators need to create a shared way of life, or culture, which provides a medium for the transformation of knowledge. Indeed, Freeman *et al.* (2010) emphasised the importance of ensuring a culture that supports all stakeholders to see value in the collaboration by working on a greater alignment of interests.

The examination of stakeholder narratives and perceptions of culture in this collaborative system of activity revealed a distinction between 'ideal' culture and 'real' culture. According to Shepard (2002), ideal culture is related to peoples' beliefs about how they should act on the basis of cultural values or norms, whereas real culture is about what happens in reality and is manifest in behaviour. Based on the principles of Bildungsroman, the third phase of analysis deductively sought references to tensions between the ideal and reality, and stakeholder

accounts did not disappoint in this regard. However, on examination of the other thematic categories relating to personal growth and transformation, contradictions between idealised perspectives and real-life experiences were also apparent. As indicated through the narratives, the greater the gap between the ideal and the reality, the greater the resulting tension. This has ramifications for stakeholder's perspectives on the value of participation and the achievement of mutual benefit.

In practice, the ideal needs to be brought closer to the reality. This means we need to ensure beliefs about employability are aligned to the experience of reality in employability enhancement programmes. This is easier said than done. Everyone experiences a different reality, a different real culture. At the same time, idealised perspectives are unique to the individuals who form them. This may explain why Holmes (2001) described employability as a form of identity, influenced by the lived experience.

7.3 Reconstructing Critical Incidents to Establish and Maintain a Culture of Employability in Real-World Learning

As Palak and Walls (2009) noted, the lived experience is constituted of beliefs which influence perceptions which in turn influence behaviours. This third phase of analysis has demonstrated how critical incidents in the lived experience can influence stakeholders' perceptions of an employability culture and subsequently provide a forum for their beliefs about employability - their employability orientation - to emerge. Bringing all three phases of analysis together, Figure 15 offers a visual representation of stakeholder experiences of RWL by focusing on the interaction between experiences, perceptions and beliefs. It demonstrates how the system, incorporating the structure and operation of a programme, can be manipulated in response to

belief systems regarding the meaning of employability and critical incidents in the experience of RWL, to bridge the gap between the ideal and reality.

The framework consists of three layers. The outer layer includes the various belief systems regarding employability. These idealised perspectives relate to how stakeholders think they should respond to their experience of employability enhancement programmes and are likely to be based on cultural values or norms. In the inner layer, a series of critical incidents pertinent to the text of the RWL programme are identified and organised into three main categories. Influencing behavioural patterns, these critical incidents represent the reality of the experience.
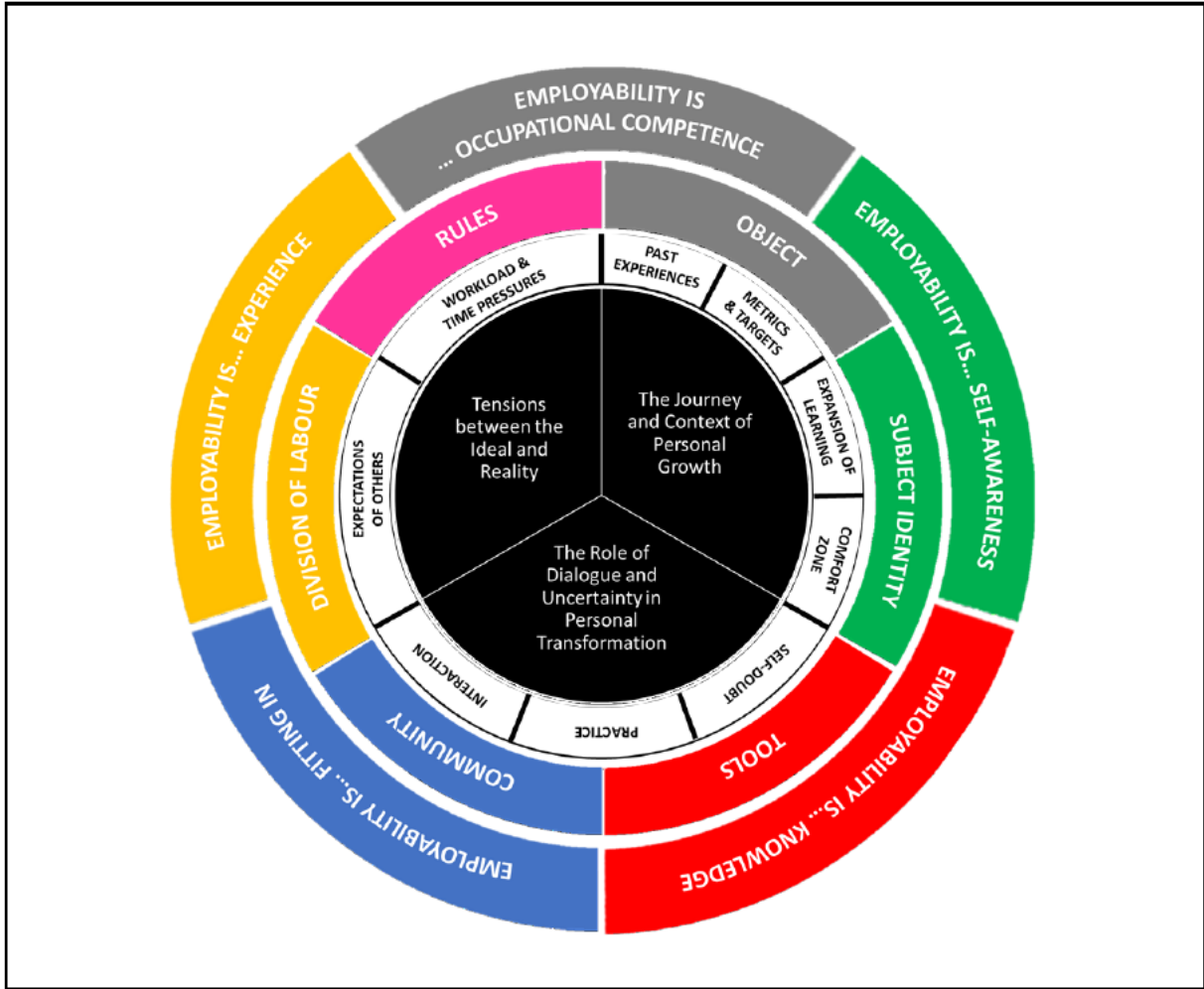
Figure 15: Framework for Establishing a Culture of Employability in RWL

The layer between these inner and outer components of experience portrays the various operations and functions of an activity system involving university-industry collaboration in the provision of RWL experiences. These are drawn from the use of Third-Generation Activity Theory as a theoretical lens outlined in Chapter 3.5.

A colour coding system has been used to indicate the relationships between beliefs and perceptions as revealed by the analysis of data in the present study. For example, stakeholders' beliefs about employability as knowledge were commonly collocated with references to the tools, such as language of the work environment that they may experience in the activity system of university-industry collaboration in RWL. At the same time, aspects of activity which emphasise and require the use of tools were commonly recalled in relation to their value in the development of employability as knowledge. This colour coding system therefore demonstrates how particular belief systems may support the operation and function of constituent elements of the activity system in practice, and vice versa. However, as Dewey (1925), p.172) explained, "every thinker puts some portion of an apparently stable world in peril and no one can wholly predict what will emerge in its place". It should therefore be noted that this colour coding is unique to the case under study and it cannot be assumed that if the framework were to be transferred to other contexts then the same connections would be revealed. Indeed, as noted in Chapter 4.8, the aim was not to produce generalisable data but to understand participants' experiences and create the sense of phenomena at a particular point in time (Lambotte and Meunier, 2013). Nevertheless, a monochrome version of the framework would be suitable for exploring its transferability to other contexts.

The framework is intended for use as an interactive tool. Through the independent rotation of each layer, it provides a systematic way for those responsible for designing programmes of RWL to consider how operations and functions of the activity system could be manipulated in response to belief systems and critical incidents in the stakeholder experience. Doing so will support practitioners to expose or depose tensions between the ideal and reality and consider how such intervention may subsequently constrain or reify particular conceptions of employability. The implications for practice are discussed in the next Chapter.

CHAPTER 8: CONCLUSION

8.1 Overview of the Study

This research was concerned with the increasing trend for collaboration between universities and industry partners in the creation of RWL experiences for sport. The context was a university-industry collaboration between one post-1992 university and one industry partner from the sport development sector. The programme of RWL which resulted from this collaboration was delivered through three undergraduate modules in football development.

My professional role as a lecturer in this programme prompted me to pursue a line of enquiry which would illuminate the multiple lived experiences of employability and employability enhancement efforts in UK HE. Guided by Palak and Walls' (2009) three dimensions of experience (beliefs, perceptions and behaviours) and taking the programme as an illustrative example of RWL in UK HE, I set out to address three research questions:

RQ1   How do stakeholders conceptualise and orientate to employability?

RQ2   How is RWL experienced by different stakeholders?

RQ3   How are stakeholders' conceptualisations of employability and experiences of RWL related to the creation and maintenance of an employability culture?

Inspired by the works of Dewey, Heidegger and Derrida, the primary intention of the study was to show how the text of the RWL programme creates meaning through its culture. Experiences create meaning by bridging the gap between beliefs and actions (Dewey, 1938) and so the context of the world into which individuals are thrown can be said to shape their perspective

(Heidegger, 1962). By accessing lived experiences of participants I illuminated the meanings of their realities of 'being a student', 'being a tutor' and 'being a practitioner' in context. However, truth is never fully present because it is influenced by a textual system of past experiences and future aspirations (Derrida, 1976). Therefore, the practices, language and culture of RWL programmes are bound with presuppositions which must be examined from a neutral standpoint. With this in mind, the interpretation of findings was rooted in Derrida's (1978) approach to deconstruction to represent the multiple lived truths in the RWL programme. This presented an opportunity to explore multiple ways of understanding the lived experience, acknowledging that each account relies on the presence or absence of others.

8.1.1 Conceptions of and Orientations to Employability

The research revealed 22 conceptions of employability. These were organised into five belief systems which represented employability as occupational competence, as knowledge, as experience, as self-awareness and as fitting in. Findings illustrated contradictions regarding how stakeholders conceptualise and orientate to employability. In particular, tensions related to 1) The nature of knowledge, 2) The influence of self-theories, and 3) The relevance of experience.

Beliefs tying employability to the notion of occupational competence incorporated themes of securing employment and possessing the skills to function effectively in that employment. An orientation towards securing employment was particularly prevalent amongst students in the early stages of their undergraduate degree, leading to tensions in the perceived importance of

employability enhancement. Meanwhile, the idea of skill was referenced by all stakeholders in relation to the ability to function in employment. However, there was an absence of discussion amongst practitioners regarding the possession of specific skills, with a suggestion that skill application was more important.

Disagreement on the relevance of occupational competence as a facet of employability stemmed from tensions regarding the nature of knowledge required to demonstrate employability. Students frequently collocated themes of having a degree or other form of qualification with the notion of knowledge. However, this was contrasted with the perception that 'it's not what you know, but who you know' and the suggestion that the degree is not enough. The mismatch in stakeholder perceptions echoed debates regarding whether HE should be championed as a site of knowledge acquisition or knowledge transformation. Despite a notable silence amongst tutors and practitioners regarding the role of an undergraduate education in providing knowledge for employment, it was clear that several students continued to view their studies as a priority. This also explains competing perspectives on the value of knowledge of the industry, with no apparent consensus in or across stakeholder groups. This had ramifications for the value afforded to employability enhancement opportunities which emphasise experience.

Practitioners referred to the notion of gaining experience more than any other theme. Meanwhile, students in the early stages of their studies seemed unable to fully acknowledge the role that HE can play in supporting them to gain experience. This may be explained by the observation that the conceptualisation of employability as experience was least frequently mentioned by tutors and the idea of learning from experience received no attention at all. When

considered in relation to expectations of own and others' boundaries of responsibility in the division of labour (Chapter 6.4 and revisited in Chapter 8.1.2), it may be that tutors view the provision of practical learning opportunities as falling within the remit of the practitioner. Nevertheless, the absence from tutors' accounts operated in tension with students' and practitioners' perceptions that learning from work experience was beneficial, resulting in uncertainty regarding the processes involved in gaining that experience. Indeed, as Brown, Collins and Duguid (1989, p.32) argued, the distinction between knowledge and its application "may well be a product of the structure and practices of our education system". Findings therefore highlight tutors' all-encompassing role in supporting students to acknowledge and engage with work experience opportunities.

A final area of contradiction was related to perspectives on the influence of self-theories in one's engagement with employability enhancement. Beliefs linking employability to self-awareness incorporated inconsistent perspectives on reflection, individual responsibility, growth mindset and confidence. Furthermore, themes associated with self-theories were collocated with the conceptualisation of employability as fitting in. The process of reflection was frequently referenced by practitioners and tutors, who also emphasised the importance of drawing connections between knowledge, experiences and the requirements of the work-related task. On the other hand, the relevance of 'connecting the dots' was linked to a lack of attention paid by students to reflective processes. A limited ability to acknowledge and engage in reflection is arguably linked to students' perspectives on the relative unimportance of taking individual responsibility. However, self-managing behaviour is associated with the notion of growth mindset (Dweck, 2007) and so the discursive silence amongst tutors on the issue of

growth mindset was also concerning, given that HE plays an important role in supporting students to develop self-managing behaviour (Qenani, MacDougall and Sexton, 2014).

Of greatest interest was the way that students frequently collocated confidence with the ability to convey know-how and expertise. It is thought that providing students with opportunities to experience authentic problems of practice helps to enculturate them to a profession by building the confidence and self-efficacy needed to be successful (Witt *et al.,* 2019). This may explain why, for students and practitioners, an ability to articulate one's place in relation to the social system of current or prospective employment was linked to a sense of alignment in the goals, values or visions of prospective employees and their employers and a willingness to adapt to the system. Paradoxically, confidence itself was only briefly referenced by tutors and was not mentioned at all by practitioners. Given the role of both the work environment and wider society in contributing to a subjects' sense of identity and belonging in a social system (Mäkelä and Hirvensalo, 2015), this may explain students' reports of experiencing or anticipating the onset of imposter syndrome. Clearly, the lack of acknowledgement amongst tutors and practitioners of the barriers that students face, whether real or perceived, when seeking to find their identity and achieve a sense of belonging in the industry could perpetuate tensions in the perception of and engagement with RWL experiences. An understanding of the student self-perception of graduate employability is necessary (Donald, Baruch and Ashleigh, 2019), especially given that external feedback from employers has been highlighted as the most important factor in raising students' confidence in RWL experiences (Ehiyazaryan and Barraclough, 2009).

With a Derridean outlook, the emerging themes and broader belief systems identified in this research do not operate in isolation because they can only have meaning in relation to other themes. In this regard, the concept of employability is always under construction and will "continually evolve with each new occasion of use, because new situations, negotiations, and activities inevitably recast it in a new, more densely textured form" (Brown, Collins and Duguid, 1989, p.33). Therefore, stakeholder conceptions of and orientations to employability should be viewed as undecidables that do not conform neatly to one side or the other of a dichotomy (Caputo, 1997).

8.1.2 Experiences of Real-World Learning

Engeström's (1999) Third Generation Activity Theory was used as a lens to deconstruct the experience of RWL by understanding the range of perspectives, the dialogue between the various networks of interacting activity systems and the influence on the transformation of the collective activity. This deconstruction of the experience of RWL revealed contradicting perspectives relating to four areas: 1) the recognition of identity, 2) the use of language as a mediational tool, 3) the expectations of own and others' boundaries of responsibility, 4) the perception of mutual benefit. Given that the theory of expansive learning views tensions as the driving force of transformation (Engeström, 2011), it was important to understand the activities of stakeholders in terms of those contradictions in perspectives.

Inconsistencies in subjects' accounts of their positioning in the CoP resulted, in Derridean terms, a system of 'différance' where many participants felt their identity was misrecognised.

For example, some students reported feeling that they were treated as 'free labour' and that the contribution that they could make to the transformation of knowledge in the collective system of activity was either undervalued or not acknowledged at all. Meanwhile, practitioners seemed to experience an identity crisis linked to the feeling of being an outsider in academia. This was attributed to misrecognition amongst students and tutors of practitioners' professional role and its relevance to the collective activity. Furthermore, power struggles were evident between tutors and practitioners as each negotiated their positionality in relation to the perceived needs of others whilst also remaining conscious of the wider professional motives behind their involvement, which themselves were sources of tension. The experiences revealed here correlate with the post-structuralist stance on activity as a process of becoming rather than being. This is perpetuated by the absence of a stable centre in terms of the meaning of the object of employability. Competing discourses play a role in the way that stakeholders see themselves and their identity within the activity system and in contrast to Orrell's (2004) proposition, it appears that these actors do not consider themselves part of one learning organisation. Support for all stakeholders to understand the positionality of other subjects, as told from the perspectives of those subjects, would help subjects to connect with and interpret the language used by other stakeholder communities.

Activity Theory explains that to support the transformation of knowledge, subjects in an activity system use mediational means, or tools. As Brown, Collins and Duguid (1989, p.33) stated, tools "can only be fully understood through use, and using them entails both changing the user's view of the world and adopting the belief system of the culture in which they are used … the understanding, both of the world and of the tool, continually changes as a result of their

interaction". The most commonly referenced tool was that of language. Derrida (1973) framed language as a self-referential system in which meaning is derived from both a difference between signs and a deferral of meaning from signifiers to signifieds and vice versa. Furthermore, the repeatability of a sign is both part of the sign's identity and what divides its identity (Eagleton, 1996). Once stakeholders are able to identify and use the signs and signifiers that make up the languages used by others they will be able to participate effectively in the CoP. For example, students need use speech genres associated with the workplace, practitioners need to engage with the language of academia and academics need to connect with industry-based language. Although RWL programmes provide an opportunity for students to be supported to identify and practice the language of the workplace, a lack of trust in students' ability to recognise and use suitable language was apparent in tutors' tendency to intervene in situations offering two-way interaction. This prevented students from developing their use and recognition of language and ultimately hindered the knowledge transformation process. Similarly, Kettle (2013) advocated flexible pedagogies as being useful for supporting employers to understand the language of academia thus removing barriers to collaboration. However, practitioners in this research failed to recall any notable knowledge acquisition opportunities. Given that subjects in an activity system use tools to work towards their perceived object, this suggests that practitioners in this case did not view the object of activity as collective transformation of knowledge but rather saw themselves as facilitators of others' knowledge transfer and transformation. This has clear implications in relation to both the expectations of others and perceptions of mutual benefit.

Participants' perceptions of the division of labour and their own and others' contributions to knowledge transformation in the collective system of activity was a significant area of tension in the experience of RWL. This is attributed to stakeholders' differing perceptions of their own and others' boundaries of responsibility. For example, a discursive silence amongst practitioners regarding the role of tutors and subject knowledge in the implementation of live briefs suggested that practitioners may not effectively support students in their application of core subject knowledge derived from their degree course. Interestingly, findings revealed that most students perceived their tutors, rather than practitioners, as the primary mechanism for knowledge application. It therefore seemed that students over-valued timetabled curricular activity and failed to connect the notion of Continuous Professional Development with the opportunities presented by practitioners for extra-curricular participation in volunteering or work experiences. This was exacerbated by the misrecognition of students' roles and contributions which led to them feeling that they were fulfilling a subordinate role in those extra-curricular opportunities. This inevitably led to frustration when students were perceived to be unappreciative of the actions that tutors and practitioners had taken to scaffold a learning experience. Mackintosh (2011) framed collaboration in terms of both the process of working together and the process of achieving collective outcomes. When this happens effectively, "parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible" (Gray, 1989, p.5).

All stakeholders, as learning partners, should be encouraged to embrace knowledge acquisition and transformation opportunities offered by the collaborative partnership. When this does not

happen, different perspectives on the way that roles and responsibilities are distributed amongst subjects in the activity system generate tensions over the motives for pedagogic approaches that govern the involvement of each subject and the boundaries of the intervention (Kettle, 2013). Therefore, by encouraging all stakeholders to consider their participation in relation to their own and others' boundaries, and by providing opportunities for each stakeholder community to engage with the roles and responsibilities of others, a shared commitment and greater alignment in perceived objects and outcomes of RWL can be achieved.

It is the notion of mutual benefit which seems to have greatest influence on motivations for continued participation in the CoP. Activities are deemed beneficial when they meet needs and expectations. However, an analysis of the perceived objects and outcomes of engagement in the RWL programme highlighted that what the object means to the collaborating subjects is variable. A learning and developmental perspective stemming from conceptions of employability as self-awareness emerged in comments across all stakeholders. However, the concerns of self-development for tutors and practitioners were frequently at odds with the need to meet tangible targets, highlighting the tensions arising from a performative culture in HE. Indeed, tutors seemed particularly preoccupied with metrics associated with the student experience, retention, achievement and outcomes. It is the orientation to the object of activity which supports the mobilisation of subjects. However, competing forces in the external environment arguably limit the degree of risk that tutors and practitioners are prepared to take in contributing to the transformation of the activity system beyond the realms and remit of their day-to-day professional duties. This led to contradicting perspectives regarding the object and outcome of the activity system. As Doyle (2004) suggested, stakeholder interests, perspectives

and interpretations need to be explicit from the outset thus allowing subjects, regardless of status, to clearly articulate their object. If stakeholders determine mutual benefit, the outcome will remain relevant for all parties and this will ultimately establish a culture of employability.

8.1.3 The Creation and Maintenance of an Employability Culture in Higher Education

Piaget's (1963) theory of cognitive development, based on the idea that we learn by understanding and responding to new experiences, explained that as humans' process their environment they construct meaning in qualitatively different ways. Drawing on Bildungsroman as a genre of narrative writing, I explored the perspective of each stakeholder by identifying 'critical incidents' in the experience of RWL.

The student narrative revealed how the journey and context of personal growth, particularly in terms of how they relate to the boundaries of their comfort zone and their enthusiasm for expanded learning opportunities, allows the student to appreciate the role of dialogue and uncertainty in personal transformation. In this regard they value the opportunity to make mistakes through practice and to interact with significant others such as peers and practitioners. However, these positive experiences are at odds with the negativity arising from tensions between the ideal and reality, which manifests in a lack of trust relating to the contribution of those very same significant others and subsequently a cost-benefit analysis of participation which often results in negative perceptions of any unanticipated workload.

For tutors, the journey and context of personal growth is contradictory as their recognition of opportunities for expanded learning is driven by positive past experiences but contradicts with the need to meet targets. At the same time, tensions between the ideal and reality related to the frustration of their expectations not being met when working with students and practitioners, as well as barriers caused by workload or time pressures, are linked to mixed feelings regarding the role of dialogue in collaboration. This is because on the one hand, tutors have positive recollections of communication with practitioners in terms of expansion of their own and students' learning, but on the other hand their efforts to scaffold employability enhancement opportunities are met with perceptions of resistance where the equal distribution of roles between all stakeholders is concerned. This leads to uncertainty which manifests as self-doubt regarding the value of persevering with the development and implementation of innovative pedagogies.

Tensions between the ideal and reality seem to be the driving force behind practitioners' largely negative perceptions of their experience of RWL. In particular, frustrations of working with students and wider university combined with workload and time pressures meant that the journey and context of personal growth was contradictory. This was apparent when professional development opportunities for the practitioners themselves were acknowledged but when these were considered in light of negative past experiences with the more immediate need to meet key performance indicators, the opportunity for growth was hampered. Arguably, the latter creates a reluctance to operate beyond the boundaries of their individual system of activity and consequently acknowledge the wider role that they could play in the collective activity. For example, practitioners heavily valued work experience as a mechanism for students to

demonstrate their employability. Consequently, they saw it as their primary duty to simply offer such experience through the programme. However, with experience much less frequently acknowledged by students and tutors, frustration arose at engagement. In terms of personal transformation this uncertainty about how much the provision of work-related experience was truly desired created self-doubt for practitioners about the value of their involvement in the programme and what they could meaningfully contribute.

The narratives reveal how the activity system serves various functions and offers varying degrees of agency, at various points, to its various subjects. According to Stakeholder Theory (Freeman, 1984), this encourages multiple actors to each set about accomplishing objectives aligned to their own interests. As Dewey (1929) noted, centres arise whenever there is an effort to redirect a course of events. Each stakeholder, or group thereof, is situated with a function in the system of the RWL programme. Their function, or motive for engagement, reflects their individual perspective on the object of activity. This object is their 'centre'. It is an idealised fixed instance of meaning, or essence of the RWL programme, from their perspective, based on their beliefs. They each seek to act upon the constituent parts of the activity system in order to align the outcomes of activity with their 'stable centre'. However, these centres are nothing but functions within the wider operation of the programme (Garrison, 2003) and, as Derrida (1978) argued, there is no stable centre. Indeed, the crystallisation of narratives has shown that reality of the part that actors play in the system of activity may be different from what they believe they do.

The tension between the ideal and the reality was a central issue. The narratives show that when the object motive of all stakeholders is not congruent, subjects are likely to encounter difficulties and subsequently attach feelings of negativity to their recollection of experiences. Dewey (1938) emphasised the role of experience in creating meaning by bridging the gap between beliefs and actions. Here, findings demonstrate how critical incidents in the lived experience provide a forum for stakeholders' beliefs about employability, which are manifested in their employability orientation, to be constrained or reified.

Dewey (1933, p.22) stated that "we never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference". Of course, the environment can refer to physical learning spaces or the overall culture of that learning space. On this basis, I conclude that the critical incidents in the stakeholder experience can be said to mediate the culture of employability associated with the programme of RWL. Freeman *et al.* (2010) emphasised the importance of ensuring a culture that supports all stakeholders see value in the collaboration by working on a greater alignment of interests. Given that "the overall structure of a social system can facilitate or impede the diffusion of innovations" (Rogers, 1962, p.25), the Framework for Establishing a Culture of Employability in RWL demonstrates how we can manipulate the system, structure and operation of a programme, in response to belief systems regarding the meaning of employability and critical incidents in the experience of RWL, to bridge the gap between the ideal and reality.

8.2 Lessons for 'Employability' and the Pursuit of 'Teaching Excellence' in Sport Curricula

This research is set against a backdrop of debates about 'Teaching Excellence' and in particular the tying of 'employability' to judgements about the quality of teaching and learning in HE. Furthermore, with sport identified as a "niche graduate occupation" (Purcell, Elias and Wilton, 2004, p.6), concerns have emerged as to how students following a sport curriculum may be best supported to achieve favourable graduate outcomes as set out in the TEF. There is a dearth of research evidence which explores how teaching and learning may be designed to best equip students for a career in the sport industry, particularly in the UK context. Indeed, as Dinning (2017) identified, research into stakeholder experiences of work-related learning programmes in sport is by no means comparable to the extent of evidence relevant to other disciplines. These findings are therefore pertinent to the field of sport education.

The research offers a unique empirical contribution to the existing body of literature. In particular, research related to the influence of experience on processes of knowledge transformation from acquisition to transfer in the work environment and university-industry collaboration in RWL. By identifying the multiple conceptions, or ways of experiencing, 'employability' in the context of RWL, this work addresses gaps such as the lack of empirical investigation into what employability means to individuals in the context of their experiences of employability enhancement (Rothwell, Jewell and Hardie, 2009). It builds on studies which have explored the competing needs of stakeholders in a university-employer collaboration, including those which have noted tensions between professional and educational aspirations, interests and values (Edmond, Hillier and Price, 2007) and those which recommend that

language and professional cultural differences need to be addressed for a shared understanding between employers and HEIs (Schneider and Pickett, 2006). There are few existing studies which explore the relationships between the experiences of all actors simultaneously. Those that do, such as Helyer and Lee (2014) and Foskett (2005) have highlighted the benefits of examining the issue from multiple perspectives. In this regard, the decision to explore experiences and the resulting tensions through a Derridean lens offers a unique empirical insight into the complexities of university-industry collaboration in the provision of RWL.

Acknowledging that research into *how* university-industry collaboration can effectively cultivate learners capable of transferring knowledge acquired in the classroom to work-related scenarios is valuable (Kettle, 2013), a theoretical contribution is made in the form of a Framework for Establishing a Culture of Employability in RWL (Chapter 7.3, Figure 15). It identifies the social and cultural practices which support the acquisition, application and transfer of work-related knowledge in any given programme of RWL, thus offering an insight into how perspectives on employability are formed in context. The Framework builds on empirical observations that the range of stakeholder expectations and motivations for participating in an educational programme based on university-industry collaboration can create an expectation gap (Patrick *et al.,* 2008; Smith *et al.,* 2005). It also acknowledges suggestions that the act of collaboration can change the nature of stakeholder perceptions and that it is this very process of cultural transformation which results in the need to manage shifting languages and issues of power (Reeve and Gallacher, 2005). The Framework itself permits the identification of tensions which lead to mismatches in perspectives and enables practitioners to seek solutions for the development of a culture of effective collaboration. As such, it addresses

calls for research which supports the alignment of perspectives on the aims and practices in collaborative partnerships (Fleming, 2014).

8.3 Limitations of the Research

The aim of this research was not to produce generalisable data, but to focus on representing a rich understanding of the lived experience in the context of this illustrative case of university-industry collaboration in RWL. Moreover, the particular lived realities presented here are not claimed to be representative of stakeholder experiences in other institutions, other subject areas or even other undergraduate courses in the same institution. However, I do argue that generalisation could be achieved as a result of the transferability of findings. Indeed, Smith (2018) acknowledged the relevance of generalisation through transferability in qualitative research as it accommodates multiple realities that are constructed and mind dependent, acknowledging the subjective nature of knowledge. Furthermore, Papathomas (2016) noted how narratives can create in readers a feeling that they have had the same experiences or witnessed the same events in another context. Thick descriptions and rich interpretations, achieved here through creative analytical practices as a result of crystallisation, have thus invited the transferability of findings by allowing readers to determine what is similar and different to their own situations (Chenail 2010). In a practical sense, transferability is made possible through the Framework for Establishing a Culture of Employability in RWL which invites educationalists and practitioners to consider how beliefs, perceptions and experiences of employability and employability enhancement may be applicable in their own contexts and how, therefore, they might transfer the findings to their own activities. Nevertheless, as Chenail

(2010) noted, this calls upon the reader to be actively involved in making generalisations by engaging with the findings and determining their value beyond the context researched here.

Data was collected at a single time point for each participant and therefore can only be regarded as 'snapshot' of their perceptions of their lived experience at that particular moment. However, the study generated a much larger amount of data than expected and alluded to trends such as students from the same level of study sharing similar experiences which contrasted with those students from other levels. On reflection, this is likely attributed to the combination of a crystallised approach and the Derridean philosophy which underpinned it. Indeed, in the analysis I was open to revealing binary opposites, those things that do not fit with the dominant hierarchy of beliefs. It was beyond the scope of this research to investigate these nuances but longitudinal data would likely reveal useful insights into how the lived experience changes over time. I intend to revisit this in a paper.

A Derridean lens acknowledges that there are many possible interpretations of a text. Throughout the discussion I have pointed to the role of discursive silence and have indicated how I as the reader have made implicit connections, filled in gaps and drawn inferences. However, to do this has meant drawing on my knowledge of the world. On reflection, I realise that I have adopted one interpretation of discursive silence, one that proclaims silence as meaningful and structured, as opposed to meaningless and unintentional. Indeed, "what people get when they encounter a text is not an objective account of logos or even what the author necessarily meant, but rather their current interpretation or understanding of that text. This understanding becomes, so to speak, their own 'text' of the text" (Ozmon and Craver, 2003,

p.343). In taking a deconstructive approach, I have not assumed that on completion of this work everything will have been included. The complexities of discursive silence have been examined extensively elsewhere (see Huckin, 2002; Kurzon, 2007) and whilst it was beyond the scope of this thesis to delve into the consequences of alternative interpretations, I accept that "there are always things we don't *[sic]* know but the fact that we don't *[sic]* know them is part of what we know" (Faulconer, 2010, p.5).

Researcher bias is acknowledged as a potential limitation. Where insider research is concerned, limitations can arise through conflict of interest or lack of subjectivity resulting in a lack of impartiality (Costley, Elliot and Gibbs, 2010). Drawing on advice from Gray (2014) I developed an interview schedule which ensured consistency but was designed to allow the respondents to provide their own reflections. However, my professional position and experience is naturally shaped by my own ideological views which may come through in the interpretation of their responses and my choice of follow up questions, prompts or probes for further detail. As such future research may benefit from a process of member checking to ensure participants are satisfied that their truths have been represented accurately. However, I would need to be mindful that this opens up to embellishment as actors attach retrospective meaning when reflecting on actions taken, and this may shape future behaviour (Cliffe, 2016; Cliffe, 2018) such as any amendments they may wish to suggest.

Nevertheless, Sikes and Potts (2008, p.12) argued that "research from the inside can be scholarly and rigorous". Placing myself centrally in the research context allowed me to observe detailed phenomena, using my knowledge and experience in teaching and learning as guide for

interpretation. Indeed, Bloomberg and Volpe (2016, p.98) recognised personal experience as "so valuable in providing insight". Therefore, whilst it was important to ensure that I analysed participants' lived experiences and not my own (Saldana, 2016), I can only fully understand the object when I bring my perceptions and histories to my interpretation of the narratives (Peim, 2018). Findings are my reports of participants' truths, my reports of their perceptions of their lived reality and my attempts to present their voices as their perceived reality.

8.4 Reflections and Final Remarks

The research demonstrates how the experience of RWL creates meaning by bringing belief and action together (Morgan, 2014). It has pointed to the crucial role that the design and provision of RWL experiences plays in bridging the gap between stakeholders' sense of ideal and reality with regard to employability and enhancement thereof. Where stakeholders feel that a programme of RWL is aligned to their values and beliefs about employability, they will have a positive outlook on such experiences. This sets the course for an orientation towards enhancing one's own employability development by engaging in those presented experiences. Stakeholders' employability orientation is positively associated with the creation and maintenance of employability culture (Nauta *et al*., 2009). As illustrated in the Framework for Establishing a Culture of Employability in RWL, the process of deconstruction enables those involved in a programme of RWL to challenge dominant perspectives, to consider the binary opposites and ultimately to view their own meanings, beliefs and values in a "more constructed, less idealised light" (Johnson, 1987, p.xviii).

The Coronavirus pandemic presented challenges in terms of conducting the research presented here but also for my professional role as a tutor responsible for the development and implementation of the programme of RWL that I have researched. By the time I entered the write up phase of this research, tutors and practitioners involved in the programme had reached an impasse with regard to negotiations over its future. This situation only serves to demonstrate the central role that the CoP plays and the importance for all stakeholders to experience a clear sense of belonging and identity, along with a shared commitment to the operation of the activity system.

Nevertheless, the challenges of the pandemic and the insight I have gained through this research have prompted me to consider different approaches and focus on new ways of thinking with regard to my professional practice. I treat this hiatus as a moment for reflection and readjustment and will be encouraging my colleagues in academia and industry to join me in this process. I therefore view this thesis as part of a journey, rather than the end of one. For example, I have already taken inspiration from the broader backdrop against which this research is set, to present and publish work on the discourses of teaching excellence to an international audience (Wilcox, 2018; Wilcox, 2021) and this thesis offers several avenues for future research and dissemination.

I am interested in pursuing a study which examines the application of the Framework for Establishing a Culture of Employability in RWL to an existing instance of university-industry collaboration in the provision of RWL experiences. Related to this, would be the potential to use the Framework to design, develop and establish a new university-industry collaboration and

associated programme of RWL for sport. In either case, an action research approach could provide useful insights into how the Framework is applied and would lend support to its use by others in wider contexts. It would also be interesting to develop this research into a multiple case study, thus allowing an investigation and comparison with other programmes of university-industry collaboration in RWL for a career in the sport industry. This research would add valuable insight into the currently under-researched field of employability and RWL for sport.

In the short term, however, I look forward to sharing these findings across my immediate network of colleagues in academia and industry. As Hillage *et al.* (1998) pointed out, research in education is often presented in a manner that is inaccessible to non-academics and which does not consider the significance for wider audiences. Given the role that non-academics play in establishing a culture of employability in RWL, dissemination in an accessible format such as the use of infographics is necessary. This will promote a shared understanding amongst academics, practitioners and their wider networks, thus enabling informed planning and development of university-industry collaborations in the provision of RWL experiences. Indeed, armed with the knowledge and experience gained through this research, I am excited to approach future collaborative opportunities and associated programmes of RWL with renewed confidence and enthusiasm.

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APPENDIX 1: KEY CONSTRUCTS AND DEVELOPMENT OF THE ITEM POOL

CONSTRUCT & INSTRUMENT	ORIGINAL INSTRUMENT	ADAPTATIONS FOR PILOT INSTRUMENT	POST PILOT REVISIONS
CONSTRUCT: Perspectives on Employability **INSTRUMENT:** 4-item Perspectives on Employability Questionnaire (Tymon, 2013)	**Q1** What is your understanding of the term employability? **Q2** What, if any, are the core/transferable skills that might make up employability? **Q3** (a) To what extent do you expect the university to support the development of your employability, and how? **Q3** (b) How much does university support the development of your employability, and how? **Q4** To what extent do you think employability matters?	**Q1** What is your understanding of the term 'employability' in the football industry? **Q2** What are the key terms that you would associate with employability? **Q3** (a) To what extent do you expect your university to support the development of your employability? **Q3** (b) To what extent does your university support the development of your employability? Q4 To what extent do you think employability matters? <u>NOTES ON ADAPTATIONS</u> Q1 related to Football context Q2 avoid use of 'skills' as leading language *PROPOSED DIMENSION OF EXPERIENCE: BELIEFS, SECTION 1*	**Q1** revised to focus on 'meanings' and self: 'What does the word employability mean to you?' *CONFIRMED DIMENSION OF EXPERIENCE: BELIEFS, SECTION 1* **Q2** removed as pilot responses not dissimilar to Q1 **Q3** revised to focus on perspectives and reflect expectations of reality: 'Do you expect your university studies to develop your employability? If yes, provide examples of how' *REVISED DIMENSION OF EXPERIENCE: PERCEPTIONS, SECTION 2* **Q4** removed due to leading question as pilot respondents tended to select common sense / desirable option
CONSTRUCT: Aspects of Employability **INSTRUMENT:** 39 Aspects of Employability for the Skills Plus Project, grouped into 3 categories (Yorke and Knight, 2006)	**CATEGORY A. PERSONAL QUALITIES** **1** Malleable self-theory: belief that attributes [e.g. intelligence] are not fixed and can be developed. **2** Self-awareness: awareness of own strengths and weaknesses, aims and values. **3** Self-confidence: confidence in dealing with the challenges that employment and life throw up. **4** Independence: ability to work without supervision. **5** Emotional intelligence: sensitivity to others' emotions and the effects that they can have. **6** Adaptability: ability to respond positively to changing circumstances and new challenges. **7** Stress tolerance: ability to retain effectiveness under pressure. **8** Initiative: ability to take action unprompted. **9** Willingness to learn: commitment to ongoing learning to meet the needs of employment and life. **10** Reflectiveness: the disposition to reflect evaluatively on the performance of oneself and others. **CATEGORY B. CORE SKILLS**	Q1 Tick 5 items which are the most important to you in your personal and professional development: **1** Belief that attributes can be developed **2** Awareness of own aims and values **3** Confidence in dealing with the challenges **4** Ability to work without supervision **5** Sensitivity to others' emotions **6** Ability to respond to change **7** Effectiveness under pressure **8** Ability to take action unprompted **9** Commitment to ongoing learning **10** Ability to reflect on performance **11** Recognition and retention of key points **12** Ability to use numbers accurately **13** Ability to access different sources **14** Possession of more than a single language **15** Ability to work efficiently **16** Ability to deconstruct a problem **17** Ability to think laterally **18** Ability to focus attention to key points **19** Clear explanation	**Q1** revised to relate more specifically to employability: 'Tick 5 items which are the most important to you in your employability development' Instruction to select 5 options needed to be clearer – use validation feature in online survey *CONFIRMED DIMENSION OF EXPERIENCE: BELIEFS, SECTION 1*

11 Reading effectiveness: the recognition and retention of key points.
12 Numeracy: ability to use numbers at an appropriate level of accuracy.
13 Information retrieval: ability to access different sources.
14 Language skills: possession of more than a single language.
15 Self-management: ability to work in an efficient and structured manner.
16 Critical analysis: ability to 'deconstruct' a problem or situation.
17 Creativity: ability to be original or inventive and to apply lateral thinking.
18 Listening: focused attention in which key points are recognised.
19 Written communication: clear reports, letters etc written specifically for the reader.
20 Oral presentations: clear and confident presentation of information to a group [also 21, 35].
21 Explaining: orally and in writing [see also 20, 35].
22 Global awareness: in terms of both cultures and economics.

CATEGORY C. PROCESS SKILLS
23 Computer literacy: ability to use a range of software.
24 Commercial awareness: operating with an understanding of business issues and priorities.
25 Political sensitivity: appreciates how organisations actually work and acts accordingly.
26 Ability to work cross-culturally: both within and beyond the UK.
27 Ethical sensitivity: appreciates ethical aspects of employment and acts accordingly.
28 Prioritising: ability to rank tasks according to importance.
29 Planning: setting of achievable goals and structuring action.
30 Applying subject understanding: use of disciplinary understanding from the HE programme.
31 Acting morally: has a moral code and acts accordingly.
32 Coping with complexity: ability to handle ambiguous and complex situations.

20 Awareness of global issues

21 Ability to use computer software
22 Understanding of organisations and/or business
23 Appreciation of ethical and moral issues
24 Ability to rank tasks by importance
25 Ability to set achievable goals
26 Using subject knowledge in practice
27 Ability to handle complex situations
28 Applying suitable methods to find solutions
29 Justifying a point of view
30 Working constructively with others

NOTES ON ADAPTATIONS
Added instruction for participants to select 5 items
Removed category headings
Items simplified to make statements clear, concise and unambiguous, avoid double questions and grouping of items to avoid duplication of themes resulting in reduction of items from 39 to 30
Group items 19,20,21
Group items 24 and 25
Group items 26, 27 and 31
Group items 34 and 35
Group items 36, 38 and 39
Group items 33 and 37
PROPOSED DIMENSION OF EXPERIENCE: BELIEFS, SECTION 1

	33 Problem solving: selection and use of appropriate methods to find solutions. **34** Influencing: convincing others of the validity of one's point of view **35** Arguing for and/or justifying a point of view or a course of action [see also 20, 21, 34]. **36** Resolving conflict: both intra-personally and in relationships with others. **37** Decision making: choice of the best option from a range of alternatives. **38** Negotiating: discussion to achieve mutually satisfactory resolution of contentious issues. **39** Team work: can work constructively with others on a common task.		
CONSTRUCT: Employability Skills **INSTRUMENT:** Model of Graduate Competence in Employability Skills (Jackson, 2014)	Skills performance determined by: Geographical origin Sex Work experience Engagement with the skills agenda Stage of degree studies Scope of relationships and activities beyond education and work Quality of skills development in the learning programme	*NOT INCORPORATED INTO QUESTIONNAIRE DUE TO DUPLICATION OF CONSTRUCTS IN OTHER INSTRUMENTS*	
CONSTRUCT: Employability Efficacy **INSTRUMENT:** 12-item Employability Efficacy Questionnaire (EEQ) (Orji, 2013)	**Q1** How much can you do to develop the following skills? (Nothing, Very Little, Little, Much, Very Much): Communication Problem-solving Team work Planning and organising Creativity/innovation Independent study Numeracy ICT Self-management Time management	**Q1** To what extent to you believe you are capable of development in: Communication Problem-solving Team work Planning and organising Creativity/innovation Independent study Numeracy ICT Self-management Time management NOTES ON ADAPTATIONS Rephrased question and response options for consistency with other Qs *PROPOSED DIMENSION OF EXPERIENCE: BELIEFS, SECTION 1*	**Q1** revised as term 'Development' proved problematic - more than one participant asked 'what if they already feel capable and cannot do any more?' … change focus to confidence in one's ability as this is more relevant to one's employability identity: 'To what extent do you feel confident in the following areas' 'Numeracy' presented confusion – change to 'working with numbers' 'ICT' presented confusion – change to 'working with computers and technology' Split planning and organising Omit innovation Omit self-management as already covered in planning, organising and time-management *CONFIRMED DIMENSION OF EXPERIENCE: BELIEFS, SECTION 1*

CONSTRUCT: Employability Orientation **INSTRUMENT:** 7-item Employability Orientation Questionnaire - including 2 parts; career development support and organisational support (Van Dam, 2004)	**Q1** Indicate on a five-point to what extent you agree with the statements, ranging from 1 (strongly disagree) to 5 (strongly agree). **a** If the organisation needs me to perform different tasks, I am prepared to change my work activities. **b** I find it important to develop myself in a broad sense, so I will be able to perform different task activities or jobs within the organization. **c** In case of organisational changes, I would prefer to stay in my department with my colleagues. **d** I find it important to participate in development activities regularly. **e** I am willing to start in another job. **f** If the organisation offered me a possibility to obtain new work experiences, I would take it. **g** In case of organisational changes, I would prefer to stay in my present job.	**Q1** To what extent do you agree with the following statements in relation to your experience of the [programme name]: **a** If my [programme] project requires me to perform different tasks, I am prepared to change my work activities **b** I find it important to develop myself in a broad sense, so I will be able to perform different tasks, activities or roles within my own and other [programme] projects **c** I would prefer to work with the same [programme] project group throughout my studies **d** I find it important to participate in development activities regularly **e** I am willing to start work on another [programme] project **f** If the [programme] offered me a possibility to obtain new work experiences, I would take it. <u>NOTES ON ADAPTATIONS</u> Item 5&7 similar so removed item 7 Statements adapted to experiences of the programme rather than experience of employment in an organisation Identified paired items for validity checks: 2&4 – willingness to develop (+/+) 1&5 – willingness to move beyond comfort zone (+/+) 3&6 – willingness to expand experiences (-/+) *PROPOSED DIMENSION OF EXPERIENCE: PERCEPTIONS, SECTION 2*	**Q1** Question revised to focus on orientations towards RWL more broadly rather than specific behaviours in the programme **a** If required, I am prepared to change my approach to studying **b** I find it important to develop my ability to perform different tasks, activities and roles **c** I prefer to work with a close group of peers throughout my studies **d** I find it important to participate in development activities regularly **e** I am willing to independently work on unfamiliar tasks at any time **f** I would take the opportunity to obtain all new work-related experiences *CONFIRMED DIMENSION OF EXPERIENCE: PERCEPTIONS, SECTION 2*
CONSTRUCT: Experiences of and Attitudes Towards Employability-Related Support **INSTRUMENT:** 8-item Employability Experience Survey - including, experience, initiatives, support and benefits on undergraduate programmes	**Attitudes:** **Q1** Should developing employability be an aim for undergraduate university degrees? **a**. Not directly; concentrate on the core subject. **b**. To some extent, but in limited and optional way. **c**. Yes, and in a well-managed way. **d**. Other (please specify). **Q2** What do you think could be the main impact of such activities? **a**. A better understanding by students of potential employer needs.	**Q1** Should developing employability be an aim for the FLP? **a**. yes **b**. no **Q2** What do you think should be the impact(s) of the [programme]? **a**. A better understanding of employability for football	**Q1** removed as not adequately specific **Q2 and Q3** combined to focus on perceptions of the purpose of the programme and RWL Rephrase options for consistency: 'to understand employment in football'; 'to develop personal and

(O'Leary's, 2016)	**b.** Further development of the student's character and confidence. **c.** Improvement in the capabilities of the student. **d.** Other (please specify).	**b**. Development of personal and professional attributes **c**. Improvement in work-related capabilities d. Other (please specify).	professional attributes', 'to improve work-related capabilities', 'to understand the football industry', 'to network with industry professionals', 'to access careers support', 'other (please specify)'
			CONFIRMED DIMENSION OF EXPERIENCE: PERCEPTIONS, SECTION 2
	Experiences: **Q3** Did, or does, your undergraduate course include any of the following? **a.** Business- or management-related content. **b.** External speakers from industry or business. **c.** Support from groups such as the university careers service. **d.** Other (please specify).	**Q3** Which of the following does the [programme] support you with? a. Understanding the football industry b. Networking with industry professionals c. Accessing careers support d. None of the above	
	Q4 Did, or does, your undergraduate course include any of these subjects? a. Enterprise or entrepreneurship issues. b. Economics, finance or accounting. c. Marketing or sales matters. d. Business planning or strategy. e. Managing people or teamwork. f. Other (please specify). **Q5** Who delivered, or delivers, such materials? a. Academic staff from your department. b. Academic staff from a business or management department. c. Other professional university staff such as from the careers service. d. External speakers from industry or business. e. Representatives of professional bodies. f. Other (please specify).	**Q4/5** Indicate which aspects of the [programme] encourage you to develop in the following areas (Grid Question - taught sessions, contact with industry, independent study, group project work, none): Confidence Work related experience and networking Generic attributes for work and life Skills for employment in the football/sport industry Application of subject knowledge to practical contexts Positive behaviours, qualities and values Enterprise, entrepreneurship and the ability to think and act creatively Career guidance and management Self-awareness (e.g. strengths and weaknesses) and awareness of your social and cultural surroundings Reflection and articulation of your thoughts or ideas	**Q4/5** revised as instruction to 'select all that apply' is not clear enough - change to 'through which experiences do you develop the following attributes' and 'tick the most important' Change response options to relate to behaviours and engagement in RWL rather than perceptions of RWL *REVISED DIMENSION OF EXPERIENCE: BEHAVIOURS, SECTION 3*
		NOTES ON ADAPTATIONS: Items made relevant to the programme rather than broader university activities / business using the Framework for Embedding Employability (HEA, 2013) Grid question used to combine Q6 elements on who/how students perceived the support coming from *PROPOSED DIMENSION OF EXPERIENCE: PERCEPTIONS, SECTION 2*	

| CONSTRUCT: Employability Opportunity

INSTRUMENT: 23-item Employability Opportunity Questionnaire (EOQ) (Orji, 2013) | Q1 How much exposure do you get to the following activities? (None, Very Little, Little, Much, Very Much)

Hands on experiential work
Independent research project
Visit to industries
Excursions and field trips
Lectures/seminars from scientists or industrialists
Careers seminars
Students talk-shows/debates
Student oral/written presentations
Laboratory work
Writing laboratory reports
Team work/working with others
Course on employability
Skill acquisition program/course
Trade/entrepreneurship
Industrial attachment or placement
Part-time work experience
Extra-curricular activities (school teams, sports)
Participation in JETS/Science Club
Information communication technology
Internet Research/Information retrieval course
Accounting/business subjects (e.g. as electives)
Interaction with job/work placement agencies
Creating Student skills portfolios (self record) | Q1 How much exposure should you get to the following activities as part of the [name of programme]:
(None, Very Little, Little, Much, Very Much)
Hands on experiential work / work-experience
Independent research
External Visits
Guest Lectures from industry professionals
Careers seminars
Student debates
Student presentations
Groupwork
Workshop on employability
Workshop on discipline specific skills
Recognition for participation in additional CPD / volunteering
Information communication technology
Interaction with job/work placement agencies
Creating Professional Development Portfolios

NOTES ON ADAPTATIONS:
Removed points which are not applicable to the study context, i.e. Laboratory work; Writing laboratory reports; Course on employability; Industrial attachment or placement; Part-time work experience; Internet Research/Information retrieval course; Accounting/ business subjects (e.g. as electives); Creating Student skills portfolios (self record)
PROPOSED DIMENSION OF EXPERIENCE: BEHAVIOURS, SECTION 3 | Q1 removed as the term 'exposure' presented confusion and the word 'should' was often overlooked. Q does not adequately capture beliefs, perceptions or behaviours relevant to the study context. |
| CONSTRUCT: Employability Culture (Support)

INSTRUMENT: 10-item Perceived Employability Culture Questionnaire (Kroese, 2015) based on De Vos, De Hauw en Van der Heijden's (2011) Scale for Perceived Support for Competency Development | Q1 To what extent do you agree with the following statements:

a I get the necessary time and means to further develop my competencies.
b I can make use of a personal development plan to know what competencies I need to develop and how I can develop them best.
c My boss regularly gives me feedback about my performance.
d My organisation provides new and creative training opportunities. | Q1 To what extent do you agree with the following statements in respect of your experience of the [programme name]: (Strongly Agree – Agree – Disagree – Strongly Disagree – N/A)

a I get the necessary opportunities to further my personal and professional development
b I know what competencies I need to develop and how I can develop them best
c I regularly receive feedback about my performance (from tutors/industry professionals/peers)
d The [programme] provides creative opportunities to develop personal and professional skills | Q1 items revised, changing notion of 'competency development' to more familiar language of 'personal and professional development' and item i and j merged

a I get the necessary opportunities to develop
b I know what skills and attributes I need to develop and how
c I receive sufficient feedback about my performance
d I am provided with new and creative learning opportunities
e I am encouraged to learn by doing
f I can get involved with a range of tasks |

	e My boss makes sure that I can learn on the job by giving me challenging assignments. **f** My colleagues regularly give me feedback about my performance. **g** I can regularly change jobs within my company (without promotion) to develop new competencies. **h** My boss makes sure that I develop the competencies that I need for my career. **i** All information about career opportunities in the organisation is readily available. **j** I have been given tasks that develop my competencies for the future. **k** I have been given a personal development plan to better understand my possibilities within the organisation and the competencies I need to fully exploit them. **l** I have been given the possibility within my organisation to develop the competencies I need to get a promotion and move to a function at a higher level of the organisation.	**e** The [programme] allows encourages me to learn by doing **f** I can get involved with a range of tasks in the [programme] to develop new competencies **g** My tutors/industry professionals make sure that I develop the competences that I need for my career **h** Information about career opportunities relevant to the [programme] is provided **i** I understand the competences I need to fully exploit my potential in the [programme] **j** The [programme] gives me the opportunity to develop the competences I need for a career in football or sport If you selected N/A for any of the questions, please briefly explain: NOTES ON ADAPTATIONS: Items 3 and 6 merged Items 10 and 12 merged *PROPOSED DIMENSION OF EXPERIENCE: BEHAVIOURS, SECTION 3*	**g** I am supported to develop the skills and attributes needed for my career **h** Information about work experiences and careers is provided **i** I am given tasks that develop my skills and attributes for the future If you selected N/A for any of the questions, please briefly explain: *CONFIRMED DIMENSION OF EXPERIENCE: BEHAVIOURS, SECTION 3*
CONSTRUCT: Employability Culture (Participation) **INSTRUMENT:** 10-item Perceived Employability Culture Questionnaire (Kroese, 2015) based on De Vos, De Hauw en Van der Heijden's (2011) Scale for Participation in Competency Development initiatives	**a** A more experienced colleague as a mentor who guides you in your job and from whose experience you can learn. **b** Training organized to enhance your technical competencies. **c** Training organized to enhance your general competencies, such as communication, languages, etc. **d** Training sessions held in class that focus on acquiring knowledge. **e** A coach from within the organisation who guides you in your personal development. **f** Workshops in which you develop new competencies through interaction. **g** A godfather or godmother who helps you with all kinds of questions. **h** Working groups in which employees from different departments work together on the same topic.	Q1 How often do you make use of the following opportunities (Never , Occasionally, Often, Always, N/A): **a** A more experienced peer from whose experience you can learn **b** CPD activities to enhance your skills and competences **c** Lectures and seminars that focus on acquiring knowledge **d** An industry professional who guides you in your personal and professional development **e** Networking opportunities at conferences and/or workshops **f** Family support in planning for your personal and professional development **g** Working with peers outside your usual FLP / Seminar / Friendship groups **h** Career discussions in tutorials with your academic tutors or career advisors	Q1 revised with simpler and more consistent response options in line with other questions *CONFIRMED DIMENSION OF EXPERIENCE: BEHAVIOURS, SECTION 3*

| | i Career discussions with your boss.
j Career discussions with a career counsellor from within the organisation.
k Workshops/training sessions that help you plan your career.
l Applying for internal vacancies. | i Workshops/training sessions offered by the university that help you plan your career
j Opportunities to volunteer in the football/sport environment
If you selected N/A for any of the questions, please briefly explain:

<u>NOTES ON ADAPTATIONS:</u>
Item 2&3 merged
Item 9&10 merged
PROPOSED DIMENSION OF EXPERIENCE: BEHAVIOURS, SECTION 3 | |

The following constructs and instruments were considered but not incorporated in the study due to duplication of key features in other instruments:

CONSTRUCT	INSTRUMENT	KEY FEATURES
Dimensions of Employability	The CareerEDGE Model of Graduate Employability (Dacre-Pool and Sewell, 2007)	Experience, Generic skills, Emotional intelligence, Reflection Self-efficacy, confidence and esteem
Dimensions of Employability	SOAR Model (Kumar, 2007)	**S**elf-awareness, **O**pportunity awareness, **A**spiration, **R**esults
Dimensions of Employability	USEM Model (Knight and Yorke, 2002)	**U**nderstanding, **S**kills, **E**fficacy beliefs (self-theories and personal qualities), **M**etacognition (self-awareness and capacity for reflection in learning)
Dimensions of Employability	Interaction Model of Graduate Employability in the Sport Industry (Minten, 2010)	Government Policy → Economy → Sport Industry → Sport Courses Government Policy → HEI → Staff → Sport Courses Graduate Experiences, Background, Sport Courses, Qualifications → Expectations, Attributes Employer Attributes, Background, Experiences → Perceptions, Knowledge, Management of Graduates Job → Attributes, Structure Graduate's Employability → Performance, Utilisation, Organisational Commitment
Dimensions of Employability Curriculum	Framework for Embedding Employability (The HEA, 2013)	10 focus areas: Confidence, resilience and adaptability, Experience and networks, Attributes and capabilities, Specialist technical and transferable skills, Knowledge and application, Behaviours, qualities and values, Enterprise and entrepreneurship, Career guidance and management, Self, social and cultural awareness. Reflection and articulation 3 principles underpinning practice: Inclusivity (support and opportunity), Collaboration (structure of teaching and learning), Engagement (perspectives and meaning)
Employability Orientation	Ideal-type Model of Student Orientations (Tomlinson, 2007)	The ends and means by which students approach work and employability: 1) Orientation to employment, 2) Degree of ownership
Readiness for Employment	Employability Strategy Matrix (O'Leary, 2013)	Graduate's readiness for employment determined by: Content, Capability, Character

APPENDIX 2: QUESTIONNAIRE (PILOT)

Exploring the relationship between undergraduate students' perspectives on employability and their experiences of real-world learning

UNIVERSITY OF BIRMINGHAM

Please indicate your level and year of study:

Level 4 (Year 1)	Level 5 (Year 2)	Level 6 (Year 3)
☐	☐	☐

PART 1 – BELIEFS ABOUT EMPLOYABILITY

1. **What is your understanding of the word 'employability'?**

   _____

   _____

2. **What are the key words that you would associate with employability in the football industry?**

   _____

   _____

3. **To what extent do you expect your university studies to support the development of your employability?**

Not at all	To some extent	Moderately	Extremely
☐	☐	☐	☐

4. **To what extent do you think employability matters?**

Not at all	To some extent	Moderately	Extremely
☐	☐	☐	☐

5. **Tick 5 items which are the most important to you in your personal and/or professional development**

☐ Belief that attributes can be developed
☐ Awareness of own aims and values
☐ Confidence in dealing with challenges
☐ Ability to work without supervision
☐ Sensitivity to others' emotions
☐ Ability to respond to change
☐ Effectiveness under pressure
☐ Ability to take action unprompted
☐ Commitment to ongoing learning
☐ Ability to reflect on performance

☐ Recognition and retention of key points
☐ Ability to use numbers accurately
☐ Ability to access different sources
☐ Possession of more than a single language
☐ Ability to work efficiently
☐ Ability to deconstruct a problem
☐ Ability to think laterally
☐ Ability to focus attention to key points
☐ Clear written and/or oral explanation
☐ Awareness of global issues

☐ Ability to use computer software
☐ Understanding of organisations/business
☐ Appreciation of ethical and moral issues
☐ Ability to rank tasks by importance
☐ Ability to set achievable goals
☐ Using subject knowledge in practice
☐ Ability to handle complex situations
☐ Applying suitable methods to find solutions
☐ Justifying a point of view
☐ Working constructively with others

6. **To what extent do you believe you are capable of development in following areas:**

	Not at all	Slightly	Moderately	Extremely
Communication	☐	☐	☐	☐
Problem-solving	☐	☐	☐	☐
Team work	☐	☐	☐	☐
Planning and organising	☐	☐	☐	☐
Creativity and innovation	☐	☐	☐	☐
Independent study	☐	☐	☐	☐
Numeracy	☐	☐	☐	☐
ICT	☐	☐	☐	☐
Self-management	☐	☐	☐	☐
Time management	☐	☐	☐	☐

PART 2 – PERCEPTIONS OF REAL-WORLD LEARNING

7. Are you familiar with the ███████████ Programme ███ ?

Yes (go to Q8)   No → (go to Q15)
☐   ☐

8. How do you feel about the following statements in relation to your experience of the ███ :

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I am prepared to perform unfamiliar tasks in my ███ project as necessary	☐	☐	☐	☐	☐
I find it important to develop my ability to perform different tasks, activities and roles	☐	☐	☐	☐	☐
I would prefer to work with the same ███ project group throughout my studies	☐	☐	☐	☐	☐
I find it important to participate in development activities regularly	☐	☐	☐	☐	☐
I am willing to start work with a different ███ project group at any time	☐	☐	☐	☐	☐
I would take the opportunity to obtain new work-related experiences through the ███	☐	☐	☐	☐	☐

9. Should developing your employability be an aim for the ███ ?

Yes	Not directly	Not at all
☐	☐	☐

10. What do you think should be the impact(s) of the FLP (select all that apply)?

☐ A better understanding of employability in football
☐ Development of personal and professional attributes
☐ Improvement in work-related capabilities
☐ Other (please specify _____)

11. Which of the following does the ███ support you with (select all that apply)?

☐ Understanding the football industry
☐ Networking with industry professionals
☐ Accessing careers support
☐ None of the above

12. Indicate which aspects of the ███ encourage you to develop in the following areas (select all that apply):

	Taught Sessions	Contact with Industry	Independent Study	Group Project Work	None
Confidence	☐	☐	☐	☐	☐
Work related experience and networking	☐	☐	☐	☐	☐
Generic attributes for work and life	☐	☐	☐	☐	☐
Skills for employment in the football or sport industry	☐	☐	☐	☐	☐
Application of subject knowledge to practical contexts	☐	☐	☐	☐	☐
Positive behaviours, qualities and values	☐	☐	☐	☐	☐
The ability to think and act creatively	☐	☐	☐	☐	☐
Career guidance and management	☐	☐	☐	☐	☐
Self and social/cultural awareness	☐	☐	☐	☐	☐
Reflection and articulation of your thoughts or ideas	☐	☐	☐	☐	☐

PART 3 – BEHAVIOURS IN THE ███████████ **PROGRAMME**

13. **How much exposure should you get to each of the following activities as part of the** ██ **?**

	None	Very Little	Little	Much	Very Much
Hands on experiential work / work-experience	☐	☐	☐	☐	☐
Independent research	☐	☐	☐	☐	☐
External Visits	☐	☐	☐	☐	☐
Guest Lectures from industry professionals	☐	☐	☐	☐	☐
Careers/employability workshops	☐	☐	☐	☐	☐
Student debates	☐	☐	☐	☐	☐
Student presentations	☐	☐	☐	☐	☐
Group work	☐	☐	☐	☐	☐
Recognition for participation in additional CPD / volunteering	☐	☐	☐	☐	☐
Information communication technology	☐	☐	☐	☐	☐
Interaction with job/work placement agencies	☐	☐	☐	☐	☐

14. **To what extent do you agree with the following statements in respect of the** ██ **:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I get opportunities to develop personally and professionally	☐	☐	☐	☐	☐
I know what competencies I need to develop and how	☐	☐	☐	☐	☐
I regularly receive feedback about my performance	☐	☐	☐	☐	☐
I develop personal and professional skills in creative ways	☐	☐	☐	☐	☐
I am encouraged to learn by doing	☐	☐	☐	☐	☐
I can get involved with a range of tasks	☐	☐	☐	☐	☐
I develop the competencies that I need for my career	☐	☐	☐	☐	☐
Information about relevant career opportunities is provided	☐	☐	☐	☐	☐
I understand the competencies I need to fulfil my potential	☐	☐	☐	☐	☐

If you selected N/A for any of the above points, please briefly explain: _____

15. **How often do you make use of each of the following opportunities:**

	Never	Occasionally	Often	Always	Not Applicable
Speaking to or learning from more experienced peers	☐	☐	☐	☐	☐
CPD activities to enhance your skills and competencies	☐	☐	☐	☐	☐
Acquiring knowledge in taught sessions	☐	☐	☐	☐	☐
Conversations with industry professionals	☐	☐	☐	☐	☐
Networking at conferences and/or workshops	☐	☐	☐	☐	☐
Family support for personal/professional development	☐	☐	☐	☐	☐
Working with peers outside your usual circle	☐	☐	☐	☐	☐
Career-based tutorials with academic tutors	☐	☐	☐	☐	☐
Career workshops/support offered by the university	☐	☐	☐	☐	☐
Volunteer positions in the football or sport industry	☐	☐	☐	☐	☐

If you selected N/A for any of the above points, please briefly explain: _____

Thank you for taking time to complete this questionnaire.
Please ensure you have signed both copies of the consent form and
retain the participant information sheet for your reference.

APPENDIX 3: FOCUS GROUP INTERVIEW SCHEDULE (PILOT)

Exploring the relationship between undergraduate students' perspectives on employability and their experiences of real-world learning

UNIVERSITY OF BIRMINGHAM

Notes to facilitators:

Running the Focus Group Sessions

It is important to remember that you are seeking to reach a group viewpoint as far as possible. You should try to get everyone involved in the discussion. This does not mean that everyone must have the same view, but the discussion should lead to some conclusions. You need to record both majority and minority views.

Before the group assembles

Test the recording equipment to make sure it is working and that the sound is recording at an acceptable level.

Ensure you have paperwork ready before the participants arrive, e.g. notes pages, name badges, and Participant Information and Consent Forms.

Preparing to start the session

Once people are settled, check with the group whether they all know each other. If not, start by going around the group and getting everyone to introduce themselves. Also provide each participant with a name badge. For your own convenience it helps to draw a 'map' of where everyone is sitting. You may not be able to do this if the group all know one another beforehand, but you can develop it as the session proceeds.

Make sure that everyone is comfortable before you start and that everyone can see each other. Provide a copy of the Participant Information Sheet and read out the following statement on confidentiality:

> **Opinions expressed will be treated in confidence used solely for the purpose of the research study described. All responses will be anonymised in the presentation of findings. You are asked to maintain the confidentiality of information disclosed during the focus group interview (including all information not in the public domain and any participants' Personally Identifiable Information).**

Participants should then be asked to sign the Consent Form.

Check that there are no objections to the use of the digital recorder (refer participants to their right to withdraw if so); then switch it on.

Introduction to the session

Start off by reiterating the purpose of the focus group interview.

I'm very grateful to you all for sparing time to talk about your perceptions, experiences and opportunities gained from involvement in the ▉▉▉▉▉▉▉▉ Programme at ▉▉▉▉ University. This focus group interview has three purposes. Firstly, I would like to gather your feedback on the presentation and content of the questionnaire which you completed prior to this focus group interview. In the first part of discussion you will be asked to comment phrasing, interpretation and length of questions in the questionnaire. Secondly, I would like to determine the methodological value of the questionnaire and focus group interview, so in the second part of discussion you will be asked a series of questions which are of a similar nature to topics covered in the questionnaire. Finally, I would like to gain a deeper understanding of students' perspectives and experiences of the ▉▉▉▉▉▉▉ Programme so the third part of discussion will focus on the practicalities of the initiative from your perspective as a group of students. There are no right or wrong opinions, I would like you to feel comfortable saying what you really think and how you really feel.

DISCUSSION 1: QUESTIONNAIRE RESPONDENT DEBRIEFING			
Issue	**Main Question**	**Follow Up**	**Probes**
Questionnaire Presentation	What comments would you make in relation to the presentation of questions?	*Provide a copy of the questionnaire for discussion*	Can you comment on any of the following: Layout Instructions Clarity Wording / Language
Questionnaire Response Options	What comments would you make in relation to the response options for each question?	*Provide a copy of the questionnaire for discussion*	What do you think each question was asking for? Were you able to provide the response you wanted? Why do you think these questions have been included?

DISCUSSION 2: BELIEFS, PERCEPTIONS AND BEHAVIOURS IN REAL-WORLD LEARNING			
Dimension	**Main Question**	**Follow Up**	**Probes**
Beliefs (Q1)	What is your understanding of the term employability?		
Beliefs (Q2)	What are the keywords you would associate with employability in the football industry?	Can you agree on the three most important? Is employability and employability for the football industry the same thing?	
Beliefs (Q3)	To what extent do you expect your university studies to support the development of your employability?		
Beliefs (Q4)	To what extent do you think employability matters?		
Beliefs (Q5&6)	What factors are important to you in your personal and/or professional development?	Is it possible to develop in these areas? How?	
Perceptions (Q8)	How do you feel about completing tasks with which you are umfamiliar?		
Perceptions (Q8)	How do you feel about working with the same ▆ project / group throughout your studies?		
Perceptions (Q8)	How do you feel about taking opportunities to further your personal and professional development		
Perceptions (Q9, 10, 11, 12)	Does the ▆ support you in your personal or professional development?	If so, how?	Does the ▆ help with: Understanding the football industry? Networking with industry professionals? Accessing careers support? In what ways do the following aspects provide support:

			Taught Sessions Contact with Industry Independent Study Group Project Work
Behaviours (Q13, 14, 15)	What sorts of opportunities, activities and experiences are you exposed to as part of the ▮?	How often do you make use of the opportunities, activities and experiences available to you?	
Behaviours in an Activity System (Outcome)	What do you think are the long term or broader outcomes of the ▮?		
Behaviours in an Activity System (Object)	How does the ▮ impact you?		
Behaviours in an Activity System (Subject)	Who is involved in the ▮?		
Behaviours in an Activity System (Division of Labour)	What do you feel your role is within the ▮?	How is this distinguished from others?	
Behaviours in an Activity System (Community)	What can you say about group dynamics and relationships between these people?		
Behaviours in an Activity System (Tools)	Can you comment on communication channels in the ▮?		Have you experienced any difficulties? Why do you think this has been the case?
Behaviours in an Activity System (Rules)	If you were to explain the structure of the ▮ to an outsider how would you do this?		
Overall Experience of RWL	Do you have any further comments to make?		

<u>Ending the session</u>

Finally, summarise the discussions and thank participants for their time.

Remember to collect the Participant Consent Forms.

APPENDIX 4: REFLECTIVE NOTES ON PILOT QUESTIONNAIRE

Handwritten note (top right): Respondents don't read this properly / ask if they can read it later — for group administration could be worth summarising verbally

Participant Information Leaflet

UNIVERSITY OF BIRMINGHAM

Study Title: Exploring the relationship between undergraduate students' perspectives on employability and their experiences of real-world learning

You are invited to take part in the above Pilot Research Study. Before deciding if you want to take part, it is important that you understand what the research is about and what it would involve for you. Please read the following information and discuss it with others if you wish. If you would like any more information or if anything is unclear at any point before, during or after participating in the project, please contact:

Kim Wilcox (Principal Investigator)   Email: kxw667@bham.ac.uk
Dr. Joanne Cliffe (Lead Supervisor)   Email: j.e.cliffe@bham.ac.uk

This Pilot Study will inform a broader research project on the use of university-industry collaboration in the development of real-world learning programmes which are incorporated into undergraduate sport curricula within UK Higher Education.

The study aims to understand experiences of real-world learning by examining the context of the Football Leadership Programme at Solent University. Given your involvement in this programme, your participation will be of value to the investigation. Furthermore, it is anticipated that the study will contribute to an increased awareness, understanding and development of the Football Leadership Programme on a national scale which may indirectly lead to benefits in respect of professional contacts and employment prospects.

In order to preserve your right to withdrawal, the data you provide will not be anonymous. However, all information that you provide will be kept strictly confidential and it will not be possible to identify you from any published material arising from the study. Data will be stored securely for the duration of the study with access granted to the Principal Investigator and Supervisor only. The study has been granted approval from Ethical Review panels at Solent University and the University of Birmingham.

Participation in this study is voluntary. If you decide to take part in the research, you are asked to provide your opt-in consent overleaf and then complete the questionnaire attached. You are also asked to indicate whether you would be willing to take part in a follow-up focus group interview with up to four other research participants.

The questionnaire consists of 15 questions relating to your own perspectives and experiences of employability and real-world learning programmes such as the Football Leadership Programme at Solent University. Due to the subjective nature of this topic, please be assured that there are no right or wrong answers. The questionnaire should take no longer than 10 minutes to complete. You should place your completed questionnaire in the envelope provided.

Handwritten note: → Actually took 10-30 mins

Please retain pages 1-2 for future reference.

Right to Withdraw

You have a right to withdraw your participation during the research process. This means that at any point you can choose not to answer a specific question, or you can withdraw from the study entirely. You will not be asked to explain your decision to withdraw or experience any negative consequences of doing so.

If you would like to withdraw from the study entirely, please contact the Principal Investigator before 1200 on 16th August 2019.

Please note that withdrawal after this date will not be possible.

Handwritten note (left margin): Q. appreciate are provided? Following this 'instruction' consent include Various difficulties in Online survey could include

1 of 6

Consent to Participate

[handwritten note:] Confusion at the provision of 2 consent forms (1 to keep) – May be better to provide one to keep separately

UNIVERSITY OF **BIRMINGHAM**

Study Title: Exploring the relationship between undergraduate students' perspectives on employability and their experiences of a real-world learning

Fair Processing Statement

This information is being collected as part of a research project concerned with perspectives and experiences of collaborative curriculum interventions. The information which you supply and that which may be collected as part of the research project will be entered into a filing system or database and will only be accessed by authorised personnel involved in the project. The information will be retained by the University of Birmingham and will only be used for the purpose of research, and statistical and audit purposes. By supplying this information, you are consenting to the University storing your information for the purposes stated above. The information will be processed by the University of Birmingham in accordance with the provisions of the Data Protection Act 1998. No identifiable personal data will be published.

[handwritten note:] Are tick boxes necessary (Some respondents don't read + tick all) – could completion of questionnaire be taken as consent to participate?

Statement of Consent

☐ I confirm that I have read and understand the participant information leaflet for this study. I have had the opportunity to ask questions if necessary and have had these answered satisfactorily.

☐ I understand that my participation is voluntary and that I am free to withdraw at any time before 1200 on 16th August 2019 without giving any reason. If I withdraw my data will be removed from the study and will be destroyed.

☐ I understand that my personal data will be processed for the purposes detailed above, in accordance with the Data Protection Act 1998.

☑ Based upon the above, I agree to take part in this study.

Name: _____

Date: _____

☐ I agree to being contacted to take part in a follow-up focus group interview and provide my details below.

Email / Telephone: _____

[handwritten note:] Various concerns about what they are agreeing to.. "what happens if I'm not available?" etc. Include a yes/no option instead?

Exploring the relationship between undergraduate students' perspectives on employability and their experiences of real-world learning

(handwritten: real-world learning circled)
(handwritten: Participant info sheet needs to define RWL)

Please indicate your level and year of study:

Level 4 (Year 1)	Level 5 (Year 2)	Level 6 (Year 3)
☐	☐	☐

PART 1 – BELIEFS ABOUT EMPLOYABILITY

1. What is your understanding of the word 'employability'?

_____

_____

2. What are the key words that you would associate with employability in the football industry?

_____

_____

_____

3. To what extent do you expect your university studies to support the development of your employability?

Not at all	To some extent	Moderately	Extremely
☐	☐	☐	☐

4. To what extent do you think employability matters? *(handwritten: → "important"?)*

(handwritten: Social desirability - all tick 'extremely' - question redundant?)

Not at all	To some extent	Moderately	Extremely
☐	☐	☐	☐

5. Tick 5 items which are the most important to you in your personal and/or professional development

(handwritten: Instruction to tick 5 not always followed - online survey can be set to ensure they select 5)

☐ Belief that attributes can be developed
☐ Awareness of own aims and values
☐ Confidence in dealing with challenges
☐ Ability to work without supervision
☐ Sensitivity to others' emotions
☐ Ability to respond to change
☐ Effectiveness under pressure
☐ Ability to take action unprompted
☐ Commitment to ongoing learning
☐ Ability to reflect on performance

☐ Recognition and retention of key points
☐ Ability to use numbers accurately
☐ Ability to access different sources
☐ Possession of more than a single language
☐ Ability to work efficiently
☐ Ability to deconstruct a problem
☐ Ability to think laterally
☐ Ability to focus attention to key points
☐ Clear written and/or oral explanation
☐ Awareness of global issues

☐ Ability to use computer software
☐ Understanding of organisations/business
☐ Appreciation of ethical and moral issues
☐ Ability to rank tasks by importance
☐ Ability to set achievable goals
☐ Using subject knowledge in practice
☐ Ability to handle complex situations
☐ Applying suitable methods to find solutions
☐ Justifying a point of view
☐ Working constructively with others

6. To what extent do you believe you are capable of development in following areas:

(handwritten: "What does this mean". "What if I am already perfect?")

	Not at all	Slightly	Moderately	Extremely
Communication	☐	☐	☐	☐
Problem-solving	☐	☐	☐	☐
Team work	☐	☐	☐	☐
Planning and organising	☐	☐	☐	☐
Creativity and innovation	☐	☐	☐	☐
Independent study	☐	☐	☐	☐
Numeracy	☐	☐	☐	☐
ICT	☐	☐	☐	☐
Self-management	☐	☐	☐	☐
Time management	☐	☐	☐	☐

(handwritten: Numeracy / ICT circled — Students unfamiliar with these terms)

(handwritten: 7 respondents needed clarification - change wording to avoid confusion.)

Some are aware of the programme but don't realise its name - add description to participant information sheet?

PART 2 – PERCEPTIONS OF REAL-WORLD LEARNING

7. Are you familiar with the Football Leadership Programme (FLP) at Solent University?

Yes (go to Q8) ☐   No → (go to Q15) ☐

8. How do you feel about the following statements in relation to your experience of the FLP?

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I am prepared to perform unfamiliar tasks in my FLP project as necessary	☐	☐	☐	☐	☐
I find it important to develop my ability to perform different tasks, activities and roles	☐	☐	☐	☐	☐
I would prefer to work with the same FLP project group throughout my studies	☐	☐	☐	☐	☐
I find it important to participate in development activities regularly	☐	☐	☐	☐	☐
I am willing to start work with a different FLP project group at any time	☐	☐	☐	☐	☐
I would take the opportunity to obtain new work-related experiences through the FLP	☐	☐	☐	☐	☐

9. Should developing your employability be an aim for the FLP?

Yes - Maybe - No ?

Yes ☐   Not directly ☐   Not at all ☐

10. What do you think should be the impact(s) of the FLP (select all that apply)?

☐ A better understanding of employability in football
☐ Development of personal and professional attributes
☐ Improvement in work-related capabilities
☐ Other (please specify _____)

11. Which of the following does the FLP support you with (select all that apply)?

☐ Understanding the football industry
☐ Networking with industry professionals
☐ Accessing careers support
☐ None of the above

Respondents don't always read this + don't realise they can select more than one

12. Indicate which aspects of the FLP encourage you to develop in the following areas (select all that apply):

	Taught Sessions	Contact with Industry	Independent Study	Group Project Work	None
Confidence	☐	☐	☐	☐	☐
Work related experience and networking	☐	☐	☐	☐	☐
Generic attributes for work and life	☐	☐	☐	☐	☐
Skills for employment in the football or sport industry	☐	☐	☐	☐	☐
Application of subject knowledge to practical contexts	☐	☐	☐	☐	☐
Positive behaviours, qualities and values	☐	☐	☐	☐	☐
The ability to think and act creatively	☐	☐	☐	☐	☐
Career guidance and management	☐	☐	☐	☐	☐
Self and social/cultural awareness	☐	☐	☐	☐	☐
Reflection and articulation of your thoughts or ideas	☐	☐	☐	☐	☐

5 of 6

PART 3 – BEHAVIOURS IN THE ~~FOOTBALL LEADERSHIP~~ PROGRAMME

respondents need clarification on what this means → "opportunity"?

13. How much (exposure) should you get to each of the following activities as part of the ~~FLP~~?

	None	Very Little	Little	Much	Very Much
Hands on experiential work / work-experience	☐	☐	☐	☐	☐
Independent research	☐	☐	☐	☐	☐
External Visits	☐	☐	☐	☐	☐
Guest Lectures from industry professionals	☐	☐	☐	☐	☐
Careers/employability workshops	☐	☐	☐	☐	☐
Student debates	☐	☐	☐	☐	☐
Student presentations	☐	☐	☐	☐	☐
Group work	☐	☐	☐	☐	☐
Recognition for participation in additional (CPD)/ volunteering	☐	☐	☐	☐	☐
Information communication technology	☐	☐	☐	☐	☐
Interaction with job/work placement agencies	☐	☐	☐	☐	☐

Respondents unclear on this term

Consider greater consistency on response options as respondents don't need to label properly

14. To what extent do you agree with the following statements in respect of the ~~FLP~~

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I get opportunities to develop personally and professionally	☐	☐	☐	☐	☐
I know what competencies I need to develop and how	☐	☐	☐	☐	☐
I regularly receive feedback about my performance	☐	☐	☐	☐	☐
I develop personal and professional skills in creative ways	☐	☐	☐	☐	☐
I am encouraged to learn by doing	☐	☐	☐	☐	☐
I can get involved with a range of tasks	☐	☐	☐	☐	☐
I develop the competencies that I need for my career	☐	☐	☐	☐	☐
Information about relevant career opportunities is provided	☐	☐	☐	☐	☐
I understand the competencies I need to fulfil my potential	☐	☐	☐	☐	☐

unlikely to complete this - remove?

If you selected (N/A) for any of the above points, please briefly explain: _____

15. How often do you make use of each of the following opportunities:

	Never	Occasionally	Often	Always	Not Applicable
Speaking to or learning from more experienced peers	☐	☐	☐	☐	☐
CPD activities to enhance your skills and competencies	☐	☐	☐	☐	☐
Acquiring knowledge in taught sessions	☐	☐	☐	☐	☐
Conversations with industry professionals	☐	☐	☐	☐	☐
Networking at conferences and/or workshops	☐	☐	☐	☐	☐
Family support for personal/professional development	☐	☐	☐	☐	☐
Working with peers outside your usual circle	☐	☐	☐	☐	☐
Career-based tutorials with academic tutors	☐	☐	☐	☐	☐
Career workshops/support offered by the university	☐	☐	☐	☐	☐
Volunteer positions in the football or sport industry	☐	☐	☐	☐	☐

Think about consistency versus avoiding a response set

If you selected N/A for any of the above points, please briefly explain: _____

Lots of mistakes due to not reading questions/instructions - online version could eliminate this.

But does this prevent you from enabling the right to withdrawal by not answering a question?

Thank you for taking time to complete this questionnaire.
Please ensure you have signed both copies of the consent form and retain pages 1-2 for your reference.

APPENDIX 5: PILOT STUDY OVERVIEW AND REFLECTIONS

The pilot study was conducted in June 2019. The population included all undergraduate students enrolled on the subject-specific strand of football development modules to which the RWL programme was aligned. One final year cohort consisting of 70 students was sampled on a convenience basis. In the interests of external validity, pilot studies should be conducted with a sample similar to the final population (Robson, 2011) so that a case can be made for the generalisation of findings (Gray, 2014). However, respondents who have already been exposed to a data collection tool may respond differently from those who have not previously experienced it. Consequently, a further rationale for sample selection was that participants would have completed their undergraduate studies by the time that subsequent fieldwork was undertaken and therefore contamination was avoided.

My existing relationship with participants offered a platform for establishing trust when communicating the benefits of participation. Acknowledging Gillham's (2000) recommendations, a researcher-mediated group approach was taken to the administration of the questionnaire. The period immediately following a whole-cohort examination was identified as a suitable opportunity due to the likelihood of student attendance. De Leeuw, Hox and Dillman (2008) noted that group administration of self-completion surveys offers significant time and cost savings in educational research. A paper-copy was used in the pilot but participants indicated a preference for an electronic version. Ravert, Gomez-Scott and Donnellan (2015) did not find any significant differences between paper and electronically based surveys in terms of response rates. Indeed, Denscombe (2009) identified a range of evidence that online questionnaires produce lower item non-response rates than their paper-based counterparts. The decision was therefore taken to offer both electronic and paper-copy versions in the subsequent study.

Whilst "response rates can be as low as 20 per cent" (Cohen, Manion and Morrison, 2017, p.343), the pilot questionnaire achieved a pleasing rate of 80% (N=56). Characteristics of non-responders indicated no relationship between response rate and research topic so it can be assumed that there was no impact on validity (Gray, 2014).

The extent to which a questionnaire is completed and interpreted accurately is crucial (Gray, 2014). I recognised that my position as teacher-researcher could lead to a tendency for respondents to agree with statements which portrayed them in a positive light. Therefore, the use of a range of questioning styles and formats was intended to add interest and help avoid response patterns. To reduce the likelihood of response sets, the item pool for each construct was balanced with positively and negatively worded items where appropriate (for example, Q8) and the wording of response options was varied (DeVellis, 2003; Oppenheim, 1992). However, results from the pilot questionnaire indicated that a lack of consistency in response options alongside the switching between positively and negatively worded items caused confusion and resulted in errors.

The researcher-mediated approach to the administration of the pilot questionnaire enabled reflective notetaking (Appendix 4). For example, some respondents failed to offer a complete response to Q5 and I was able to correlate this with my notes which showed that several participants had requested clarification on instructions. Furthermore, just as Gray (2014) suggested that numbers translate better across languages where response categories are concerned, several respondents with English as an additional language requested clarification on terminology. Had I not witnessed the difficulties myself then any subsequent revisions to questionnaire design would be based on assumptions. Moreover,

the data gleaned from the pilot questionnaire revealed that the phenomenon of experience is much more complex than perhaps developers of existing instruments have acknowledged. As a result, some revisions regarding the alignment of constructs to the dimensions of experience were necessary to ensure alignment between the questions asked and answers gleaned (Appendix 1).

From the completed questionnaires, 50% (N=28) of respondents indicated a willingness to continued participation via the follow-up pilot focus group interview. Invitations were issued via email within 48 hours of questionnaire completion but yielded a disappointing acceptance rate of just over 10% (N=3). As a result, the achieved sample in the pilot focus group was less accurate than the intended sample and may have been attributed to what Denscombe (2009, p.288) described as "respondent burden" given that participants had completed their final examination and had no reason to visit the university campus, but nevertheless indicated a threat to external validity (Gray, 2014). The pilot focus group interview was conducted with three participants.

Despite high respondent attrition following the questionnaire, data generated from the pilot study confirmed the value of both methods in providing relevant and complementary insights into the research questions. Quantitative data generated by the questionnaire could be examined using packages for statistical analysis to explore relationships, trends and range in perspectives (Connolly, 2007). However, Van Dam (2004) noted that regarding participants as merely respondents in quantitative inquiry does not allow any explanations to be revealed. Meanwhile, the interview method generated large amounts of data and, despite the lengthy process of transcription, qualitative data analysis software offered possibilities in terms of both content analysis and thematic analysis to explore subjective perspectives.

In addition to confirming the face validity of the two instruments of data collection, the piloting process enabled me to examine my effectiveness as an interviewer and as moderator in focus group situations. At times, I found respondents were interacting mainly with me rather than with each other. On reflection, I should have tried to maximise the interaction between participants by challenging perspectives and encouraging them to discuss inconsistencies between their thinking. However, with a more 'interventionist style' (Kitzinger, 1994) I would need to be careful not to cross the fine line between facilitator and interviewer. Following the pilot, a further layer was added to the interview schedule, drawing on Krueger's (2000) five types of questions to consider more effective timing and wording of questions. This would ensure that each question built on the previous thus encouraging participants to draw on and develop their own discussions, whether collective or individual, rather than viewing each question as a discrete element and returning to the interviewer for guidance on the next stages of discussion.

A summary of post-pilot amendments to data collection instruments is provided in Appendix 1 and a copy of the revised questionnaires, semi-structured interview and focus group interview schedules for use in the main study can be found in Appendices 6-9.

APPENDIX 6: QUESTIONNAIRE (STUDENT)

Experiences of Real-World Learning in Higher Education

UNIVERSITY OF BIRMINGHAM

Consent to Participate

☐ By completing the questionnaire, I agree to take part in the study and confirm that:

- I have read and understood the participant information leaflet.
- I have had the opportunity to ask questions if necessary and have had these answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time before 1200 on 1st July 2021 without giving any reason.
- I understand that my personal data will be processed for the purposes detailed, in accordance with the Data Protection Act 2018.

Name or Student ID Number: _____ *(optional)*

What is your level of study?

Level 4 (Year 1)   Level 5 (Year 2)   Level 6 (Year 3)
☐   ☐   ☐

PART 1: EMPLOYABILITY

1. **What does the word 'employability' mean to you?**

   _____

   _____

   _____

2. **Select <u>5 items</u> which are the most important to you in employability development**

   ☐ Belief that attributes can be developed   ☐ Ability to deconstruct a problem
   ☐ Awareness of own aims and values   ☐ Ability to think laterally
   ☐ Confidence in dealing with challenges   ☐ Ability to focus attention to key points
   ☐ Ability to work without supervision   ☐ Clear explanation
   ☐ Sensitivity to others' emotions   ☐ Awareness of global issues
   ☐ Ability to respond to change   ☐ Ability to use computer software
   ☐ Effectiveness under pressure   ☐ Understanding of organisations and/or business
   ☐ Ability to take action unprompted   ☐ Appreciation of ethical and moral issues
   ☐ Commitment to ongoing learning   ☐ Ability to rank tasks by importance
   ☐ Ability to reflect on performance   ☐ Ability to set achievable goals
   ☐ Recognition and retention of key points   ☒ Using subject knowledge in practice
   ☐ Ability to use numbers accurately   ☐ Ability to handle complex situations
   ☐ Ability to access different sources   ☐ Applying suitable methods to find solutions
   ☐ Possession of more than a single language   ☐ Justifying a point of view
   ☐ Ability to work efficiently   ☐ Working constructively with others

Experiences of Real-World Learning in Higher Education

UNIVERSITY OF BIRMINGHAM

3. **To what extent are you confident in your ability in the following areas:**

	Not at all	Slightly	Moderately	Extremely
Communication	☐	☐	☐	☐
Problem-solving	☐	☐	☐	☐
Teamwork	☐	☐	☐	☐
Planning	☐	☐	☐	☐
Organising	☐	☐	☐	☐
Creativity	☐	☐	☐	☐
Independent study	☐	☐	☐	☐
Working with numbers	☐	☐	☐	☐
Working with technology	☐	☐	☐	☐
Time management	☐	☐	☐	☐

PART 2: REAL-WORLD LEARNING

	No	Yes
4. **Do you expect your university studies to develop your employability?**	☐	☐

If yes, please provide examples of <u>how</u> you would expect your university studies to develop your employability

_____

_____

_____

_____

5. **What do you think should be the purpose of real-world learning on your degree course?**
(select all that apply)

☐ To understand employment in football
☐ To develop personal and professional attributes
☐ To improve work-related capabilities
☐ To understand the football industry
☐ To network with industry professionals
☐ To access careers support
☐ Other (please specify _____)

6. **How do you feel about the following statements in relation to your approach to learning?**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I am prepared to change my approach, as and when required	☐	☐	☐	☐	☐
I find it important to develop my ability to perform different tasks and roles	☐	☐	☐	☐	☐
I prefer to work with a close group of peers throughout my studies	☐	☐	☐	☐	☐
I find it important to participate in development activities regularly	☐	☐	☐	☐	☐
I am willing to independently work on unfamiliar tasks at any time	☐	☐	☐	☐	☐
I would take the opportunity to obtain all new work-related experiences	☐	☐	☐	☐	☐

Experiences of Real-World Learning in Higher Education

UNIVERSITY OF BIRMINGHAM

PART 3: THE ▮ PROGRAMME ▮

7. **Indicate which aspects of the ▮ help you to develop in the following areas:**
(select all that apply)

	Taught Sessions	Contact with Industry	Independent Study	Group Project Work	None
Confidence	☐	☐	☐	☐	☐
Work related experience and networking	☐	☐	☐	☐	☐
Generic attributes for work and life	☐	☐	☐	☐	☐
Skills for employment in the football or sport industry	☐	☐	☐	☐	☐
Application of subject knowledge to practical contexts	☐	☐	☐	☐	☐
Positive behaviours, qualities and values	☐	☐	☐	☐	☐
The ability to think and act creatively	☐	☐	☐	☐	☐
Career guidance and management	☐	☐	☐	☐	☐
Self and social/cultural awareness	☐	☐	☐	☐	☐
Reflection and articulation of your thoughts or ideas	☐	☐	☐	☐	☐

8. **How do you feel about the following statements in relation to your experience of the ▮?**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I get the necessary opportunities to develop	☐	☐	☐	☐	☐
I know what competences I need to develop and how	☐	☐	☐	☐	☐
I receive sufficient feedback about my performance	☐	☐	☐	☐	☐
I am provided with new and creative learning opportunities	☐	☐	☐	☐	☐
I am encouraged to learn by doing	☐	☐	☐	☐	☐
I can get involved with a range of tasks	☐	☐	☐	☐	☐
I am supported to develop competences needed for my career	☐	☐	☐	☐	☐
Information about work experience and careers is provided	☐	☐	☐	☐	☐
I am given tasks that develop my competences for the future	☐	☐	☐	☐	☐

9. **Does the ▮ encourage you to participate in the following opportunities?**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Speaking to or learning from more experienced peers	☐	☐	☐	☐	☐
CPD activities to enhance your skills and competences	☐	☐	☐	☐	☐
Acquiring knowledge in taught sessions	☐	☐	☐	☐	☐
Conversations with industry professionals	☐	☐	☐	☐	☐
Networking at conferences and/or workshops	☐	☐	☐	☐	☐
Family support for personal/professional development	☐	☐	☐	☐	☐
Working with peers outside your usual circle	☐	☐	☐	☐	☐
Career-based tutorials with academic tutors	☐	☐	☐	☐	☐
Career workshops/support offered by the university	☐	☐	☐	☐	☐
Volunteer positions in the football or sport industry	☐	☐	☐	☐	☐

Thank you for taking time to complete this questionnaire.
Your continued participation in the study will be valuable.

I do / do not* agree to being contacted about further participation in this study *(*please delete as appropriate)*

Contact Email: _____

APPENDIX 7: INTERVIEW SCHEDULE (STUDENT)

Study Title: Experiences of Real-World Learning in Higher Education

University of Birmingham

Make sure that the participant is comfortable before you start. Start off by reiterating the purpose of the interview.

I'm very grateful to you for sparing time to talk about your perceptions, experiences and opportunities gained from involvement in the ▮▮▮▮▮▮▮▮ Programme at Solent University. During the interview I will raise three main topics, accompanied with a series of questions relating to the ▮▮▮▮▮▮▮▮ Programme and would like you to share and discuss your perspectives as a student. There are no right or wrong opinions and you can draw on your own or others' experiences. I would like you to feel comfortable saying what you really think and how you really feel.

Provide a copy of the Participant Information Leaflet and read out the following statement:

Opinions expressed will be treated in confidence used solely for the purpose of the research study described. All responses will be anonymised in the presentation of findings.

The participant should then be asked to verbally give their consent to use of the digital recorder (refer participant to their right to withdraw if necessary); then begin recording and ask participants for their consent to participation.

Dimension		Question	Prompts
BELIEFS	Opening	Firstly, I'd like to gain an insight into your understanding of the term employability. Could you tell me what this means to you?	
	Introductory	What are the keywords you would associate with employability in the football industry?	Can you identify the three most important? Is employability and employability for the football industry the same thing?
	Transition	To what extent do you think employability matters to you as an individual and/or to your cohort collectively?	
	Key	What factors are important to you in your personal and/or professional development?	Is it possible to develop in these areas? How?
	Closing	And finally, is there anything else you'd like to add in relation to student beliefs about employability which you feel hasn't been covered?	

PERCEPTIONS	Opening	Now, I'm interested in your experiences and perceptions of real-world learning / employability development in Higher Education. What experiences can you recall?	
	Introductory	In what ways do you think that these experiences were designed to impact on your employability?	Is there anything that you find particularly helpful or unhelpful?
	Transition	How do you feel about completing tasks or working with people with whom you are unfamiliar?	
	Key	How do you feel about taking opportunities to further your personal and professional development?	
	Closing	And finally, is there anything else you'd like to add in relation to the student experience of real-world learning / employability development which you feel hasn't been covered?	
BEHAVIOURS	Opening	The final topic is about the ▉ and what it offers in respect of your personal and professional development. So, can you tell me what sorts of opportunities, activities and experiences you recall as part of the ▉?	How often do you make use of the opportunities, activities and experiences available to you?
	Introductory	What do you think are the short and long term outcomes of the ▉?	How does the ▉ impact you? How does the ▉ support you in your personal or professional development? Does the ▉ help with: Understanding the football industry? Networking with industry professionals? Accessing careers support? In what ways do the following aspects provide support: Taught Sessions; Contact with Industry; ISTs; Group Project Work
	Transition	If you were to explain the structure of the ▉ to an outsider how would you do this?	Who is involved in the ▉? What do you feel your role is within the ▉? How is this distinguished from others?
	Key	Can you comment on how well the ▉ operates in relation to employability development and the provision of real-world learning experiences?	What can you say about group dynamics and relationships between these people? Can you comment on communication channels in the ▉? Have you experienced any difficulties? Why do you think this has been the case?
	Closing	And finally, what else can you add about the learning environment that the ▉ offers?	
Summarise the discussions and thank participants for their time.			

APPENDIX 8: INTERVIEW SCHEDULE (TUTOR)

Study Title: Experiences of Real-World Learning in Higher Education

UNIVERSITY OF BIRMINGHAM

Make sure that the participant is comfortable before you start. Start off by reiterating the purpose of the interview.

I'm very grateful to you for sparing time to talk about your perceptions, experiences and opportunities gained from involvement in the [REDACTED] Programme at [REDACTED] University. During the interview I will raise three main topics, accompanied with a series of questions relating to the [REDACTED] Programme and would like you to share and discuss your perspectives as an academic tutor associated with the programme. There are no right or wrong opinions and you can draw on your own or others' experiences. I would like you to feel comfortable saying what you really think and how you really feel.

Provide a copy of the Participant Information Leaflet and read out the following statement:

Opinions expressed will be treated in confidence used solely for the purpose of the research study described. All responses will be anonymised in the presentation of findings.

The participant should then be asked to verbally give their consent to use of the digital recorder (refer participant to their right to withdraw if necessary); then begin recording and ask participants for their consent to participation.

Dimension		Question	Prompts
BELIEFS	Opening	Firstly, I'd like to gain an insight into your understanding of the term employability. Could you tell me what this means to you?	
	Introductory	What are the keywords you would associate with employability in the football industry?	Can you identify the three most important? Is employability and employability for the football industry the same thing?
	Transition	To what extent do you think employability matters in Higher Education and to the industry?	
	Key	What factors are important in terms of employability development? How confident do you feel in your ability to support the development of students in these areas?	Is it possible for individuals to develop in these areas? How?
	Closing	And finally, is there anything else you'd like to add in relation to the beliefs that you or others hold about employability which you feel hasn't been covered?	

PERCEPTIONS	Opening	Now, I'm interested in your experiences and perceptions of employability development in Higher Education. What knowledge, understanding or experiences can you recall?	
	Introductory	In what ways do you think that these experiences were designed to impact on a students' employability?	Is there anything that you find particularly helpful or unhelpful for your professional role?
	Transition	What do these experiences mean for you in a personal or professional capacity?	How are you impacted?
	Key	How do you perceive the student attitude towards employability development?	What are your expectations? Have your expectations changed?
	Closing	And finally, is there anything else you'd like to add in relation to either your own or the student experience of employability development which you feel hasn't been covered?	
BEHAVIOURS	Opening	The final topic is about the ▮ and what it offers in terms of employability development. So, can you tell me what sorts of opportunities, activities and experiences you recall as being part of the ▮?	How often do you make use of the opportunities, activities and experiences available to you?
	Introductory	What do you think are the short and long term outcomes of the ▮?	How does the ▮ impact you personally or professionally? For example, in what ways does the ▮ help with: Understanding the football industry? Networking with industry professionals? Accessing careers support? In what ways do the following aspects provide support: Taught Sessions; Contact with Industry; ISTs; Group Project Work
	Transition	If you were to explain the structure of the ▮ to an outsider how would you do this?	Who is involved in the ▮? What do you feel your role is within the ▮? How is this distinguished from others?
	Key	Can you comment on how the ▮ operates in relation to employability development?	What can you say about group dynamics and relationships between these people? Can you comment on communication channels in the ▮? Have you experienced any difficulties? Why do you think this has been the case?
	Closing	And finally, what else can you add about the teaching, learning and/or working environment that the ▮ offers?	

Summarise the discussions and thank participants for their time.

APPENDIX 9: FOCUS GROUP INTERVIEW SCHEDULE (PRACTITIONER)

Study Title: Experiences of Real-World Learning in Higher Education

Once people are settled, check with the group whether they all know each other. If not, start by going around the group and getting everyone to introduce themselves.

Start off by reiterating the purpose of the focus group interview.

I'm very grateful to you all for sparing time to talk about your perceptions, experiences and opportunities gained from involvement in the ▮▮▮▮▮▮▮▮ Programme at ▮▮▮ University. During the interview I will raise three main topics, accompanied with a series of questions relating to the ▮▮▮▮▮▮▮ Programme and would like you to share and discuss your perspectives as an individual and collective group of professionals. There are no right or wrong opinions and you can draw on your own or others' experiences. I would like you to feel comfortable saying what you really think and how you really feel.

Make sure that everyone is comfortable before you start and that everyone can see each other. Provide a copy of the Participant Information Leaflet and read out the following statement on confidentiality:

> **Opinions expressed will be treated in confidence used solely for the purpose of the research study described. All responses will be anonymised in the presentation of findings. You are asked to maintain the confidentiality of information disclosed during the focus group interview (including all information not in the public domain and any participants' Personally Identifiable Information).**

The participants should then be asked to verbally give their consent to use of the digital recorder (refer participants to their right to withdraw if necessary); then begin recording and ask participants for their consent to participation.

Dimension		Question	Prompts
BELIEFS	Opening	Firstly, I'd like to gain an insight into your understanding of the term employability. Could you tell me what this means to you?	
	Introductory	What are the keywords you would associate with employability in the football industry?	Can you agree on the three most important? Is employability and employability for the football industry the same thing?
	Transition	To what extent do you think employability matters in Higher Education and to the industry?	In what ways might employability be linked to one's identity or sense of self?
	Key	What factors are important in terms of employability development? How confident do you feel in your ability to support the development of students in these areas?	Is it possible for individuals to develop in these areas? How?
	Closing	And finally, is there anything else you'd like to add in relation to the beliefs that you or others hold about employability which you feel hasn't been covered?	

PERCEPTIONS	Opening	Now, I'm interested in your experiences and perceptions of employability development in Higher Education. What knowledge, understanding or experiences can you recall?	
	Introductory	In what ways do you think that these experiences were designed to impact on a students' employability?	Is there anything that you find particularly helpful or unhelpful for your professional role?
	Transition	What do these experiences mean for you in a personal or professional capacity?	How are you impacted?
	Key	How do you perceive the student attitude towards employability development?	What are your expectations? Have your expectations changed?
	Closing	And finally, is there anything else you'd like to add in relation to either your own or the student experience of employability development which you feel hasn't been covered?	
BEHAVIOURS	Opening	The final topic is about the ▇ and what it offers in terms of employability development. So, can you tell me what sorts of opportunities, activities and experiences you recall as being part of the ▇?	How often do you make use of the opportunities, activities and experiences available to you?
	Introductory	What do you think are the short and long term outcomes of the ▇?	How does the ▇ impact you personally or professionally? For example, in what ways does the ▇ help with: Understanding the football industry? Networking with industry professionals? Accessing careers support? In what ways do the following aspects provide support: Taught Sessions; Contact with Industry; ISTs; Group Project Work
	Transition	If you were to explain the structure of the ▇ to an outsider how would you do this?	Who is involved in the ▇? What do you feel your role is within the ▇? How is this distinguished from others?
	Key	Can you comment on how the ▇ operates in relation to employability development?	What can you say about group dynamics and relationships between these people? Can you comment on communication channels in the ▇? Have you experienced any difficulties? Why do you think this has been the case?
	Closing	And finally, what else can you add about the teaching, learning and/or working environment that the ▇ offers?	
Summarise the discussions and thank participants for their time.			

APPENDIX 10: EXAMPLE OF A PARTIAL TRANSCRIPT CODED USING NVIVO12

Experiences of Real World Learning in Higher Education.nvp - NVivo 12 Plus

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Document Tools

Interview Transcript 11 (Callum,

Click to edit

AI: Yes.

I: So to open then can you tell me what employability means to you?

C: So employability I would define as how well an individual meets the expectations and the values and the roles and responsibilities of a position that I'm looking to recruit to.

E: It means to me say if I was I was a manager looking for a member of staff to join the team it would be what relevant skills they have that they can bring to the table. So I think that we have maybe like the same sort of morals and I don't know if that's the right word to use like the same value. And then also maybe that experience before so that I know they're going to come into this role and they know what they're doing. So for example the last person we hired in my department we already knew him from work experience and we knew that he knew what he was supposed to be doing and then develop on that. I think from a personal point of view as well is probably having those skills that you can like you're always trying to develop yourself. You're always trying to learn new things. You know you can put that forward like having different skills in sort of different industries as well. There's transferable skills because I come from like music promotion. I didn't work in sport until this job. So having those transferable skills.

A: I think in terms of maybe I'm looking at it from as if I was trying to make myself more employable would sort of be how I'd look at the term as if how you make yourself more sort of desirable to that role or that company. So do you go out there and do you take up as many opportunities as possible? Not only specific to the role but maybe to just improve certain of our skills as well that can make you. I think there's two levels to it sort of employability there's like that baseline of those fundamental skills of communication I.T. skills all those things that you put on your CV. But then there's like an additional layer where it's sort of specific to that role that you're applying for.

P: For me it's the things experiences knowledge that goes in to make someone better qualified for a job.

Coding Density

More than a Degree
Connecting the Dots
Networking
Knowledge of the Industry
Individual Responsibility
Reflection
Preparedness
Alignment of Goals Values & Vision
Gaining Experience
Skills
Not What You Know, It's Who You Know
A Growth Mindset
Learning from Experience
Skill Application
Making an Impression
Being Qualified

KW | 0 Items | Codes: 16 | References: 67 | Read-Only | Line: 32 Column: 101 | 80%

APPENDIX 11: QUALITATIVE THEMATIC ANALYSIS MATRICES

PHASE 1: CONCEPTUALISATIONS OF AND ORIENTATIONS TO EMPLOYABILITY

ORGANISING THEME (1) - EMPLOYABILITY IS ... OCCUPATIONAL COMPETENCE

RAW DATA EXTRACTS			BASIC THEME
STUDENT	TUTOR	PRACTITIONER	
"you need to be to be employed" (Johan, L4)	"making anybody ready to be employable ... making sure they've got the skills the knowledge the experience the confidence the personalities be employed and to be employable so that they do have the opportunity to get a job" (Teresa)		SECURING EMPLOYMENT
I wouldn't say it's *[employability]* an important important thing in terms of being employable" (Johan, L4)			SECURING EMPLOYMENT
"you will be competitive in the labour markets" (Daniel, L4)			SECURING EMPLOYMENT
"I think it *[employability]* is not a priority. Having a job" (Daniel, L4)			SECURING EMPLOYMENT
"to find the job ... you can find work ... make their money just make living" (Michael, L5)			SECURING EMPLOYMENT
"some students are given everything since now and they don't think that they need to be employed ... employability is not that important in the moment" (Michael, L5)			SECURING EMPLOYMENT
"the ability to sort of get yourself a job" (Stuart, L6)			SECURING EMPLOYMENT
"the opportunities you have to get a job ... the opportunities of employment which you will have after that certificate or same as university what opportunities you will have after your university degree" (Mel, L6)			SECURING EMPLOYMENT
"you're expected to actually be able to do your job" (Kyle, L4)			FUNCTIONING IN EMPLOYMENT
"you're able to do the work ... you're able to work ... you're able to do it efficiently ... do your job how you're supposed to do it" (Michael, L5)			FUNCTIONING IN EMPLOYMENT
"you're looking to actually try and develop the skills which increase your employability in the long run" (Johan, L4)	"able to make yourself employable by having a skill set ... to possess a certain skill set which makes someone employable" (Rachel)"	"what relevant skills they have that they can bring to the table" (Ellie)	SKILLS
"communication's important. Both when speaking to other people and while we're listening as well. It's important to take on board other people's ideas concepts.	"I would say being an effective communicator is probably. Sort of right up there. I think that's probably the most important thing ... being able to work as part of a team... I	"most people have got the skills to be employable but it's those that go above and beyond that will probably be more successful in gaining employment" (Anna)	SKILLS

But you need to be able to suggest your own ideas at the same time" (Johan, L4)	think leadership skills are really important … problem-solving …. those simple skills like planning and organising. It's almost those kind of really so I say basic skills that we assume everybody kind of has. But in actual fact lots of people need to develop those skills. So I think we automatically assume that people kind of know how to communicate in a professional manner. You would assume people have good time management. They're able to plan. They're able to kind of work as part of a team. But that's not necessarily true. I think we kind of take for granted that people would have these skills so that probably that kind of a basis of the skill set" (Rachel)		
"leadership is a big one especially when you in first sort of management management or a role when you'll be in charge of other people" (Johan, L4)	"having just basic manners and all those kind of social skills that you wouldn't get a job if you're not confident and you can't speak publicly writing letters being able to communicate properly in different situations" (Teresa)	"for me employability is baseline … what I would then sort of maybe consider would be the above and beyond above the minimum standard which is going to help you stand out from the crowd. Employability is around like meets criteria but how you then stand out from that group is how you then kind of show that you're better than everyone else. And then you've got more chance of being employed … my default expectation. If you apply for a role with me is that you'll be employable. And my default expectation if you get that role you would be able to meet the criteria set within it" (Callum)	SKILLS
"when speaking to others bit more about listening and taking on other people's opinions I feel like it will that will be the main thing which we improve. I feel like it'll be a very valuable skill once you get into a job" (Johan, L4)	"the basic things like time keeping office skills public speaking working in teams working individually being able to lead things or work in groups when they need to" (Teresa)		SKILLS
"skills that allow you to be sure that you will get the job" (Daniel, L4)			SKILLS
"the most important for me I guess is communication. If you're working with people especially" (Daniel, L4)			SKILLS
"for me employability skills is as important now as it will be in the third year" (Kyle, L4)			SKILLS
"what skills you have … you need certain skills" (Archie, L5)			SKILLS
"I think public communication has been a big one and like speaking out" (Archie, L5)			SKILLS
"the range of skills that they make you employable in a certain field … time keeping … organisational skills … teamwork skills the ability to work as a team … the ability to be attentive to details … to meet deadlines" (Salvatore, L6)			SKILLS
"how well you communicate with people … how well you work in a team … how diligent you are … your punctuality" (Andrew, L6)			SKILLS

"there seems to be a lot of teaching and learning the skills that you need to be in there. Obviously that is very important. But I do think whenever you go to an organisation they will teach you the skills that they want how they work as well anyway" (Stuart, L6)			SKILLS
"you need to be able to identify what your skills are and how you can use those skills in specific scenarios" (Johan, L4)	"I don't think there's anything majorly different in terms of the skill set in terms of those kind of basic skills. Like I said they're transferable. So they're important to have regardless of what job you go into" (Rachel)	"I think there's two levels to it sort of employability there's like that baseline of those fundamental skills of communication I.T. skills all those things that you put on your CV. But then there's like an additional layer where it's sort of specific to that role that you're applying for" (Anna)	SKILL APPLICATION
"the skills and the knowledge you need around it I'd say is different for each different career" (Andrew, L6)	"it's kind of about having sort of transferable skills as well. So not just kind of thinking I will go into this job and that will be my job because that's not real life. So having transferable skills that you can kind of move from career to career or develop as you progress in your career. I think that's really important" (Rachel)		SKILL APPLICATION

PHASE 1: CONCEPTUALISATIONS OF AND ORIENTATIONS TO EMPLOYABILITY

ORGANISING THEME (2) - EMPLOYABILITY IS... KNOWLEDGE

RAW DATA EXTRACTS			BASIC THEME
STUDENT	TUTOR	PRACTITIONER	
"you need qualifications in any job" (Archie, L5)		"it's the things experiences knowledge that goes in to make someone better qualified for a job" (Paul)	BEING QUALIFIED
"how well qualified you are to do a job... whether you've got the necessary qualifications" (Andrew, L6)			BEING QUALIFIED
"I feel like I wouldn't be as confident because if someone questions my ability I could then back myself and say yeah but I've got a degree in it... I've got a degree. I know what I'm talking about" (Kyle, L4)			HAVING A DEGREE
"once finishing your qualifications you are able to go into a workplace and not automatically get a job stand within a good sort of contention over other people who also apply for a job" (Kyle, L4)			HAVING A DEGREE
"we're paying 9K for this degree so we're gonna have to do it" (Kyle, L4)			HAVING A DEGREE
"Right now I'd say my studies take priority because it's unlikely I'm going to get full time job as a football coach right now. I feel like. When we get sort of a third year and then hopefully fourth year as a Masters I feel like it's not			HAVING A DEGREE

going to shift on its head or feel like studies will always be more important because that's what I'm here to do. But I feel like the balance is going to swing slightly and change throughout the years" (Kyle, L4)			
"study will always be more important" (Kyle, L4)			HAVING A DEGREE
"at the end of the day you're paying 9000 pounds a year to learn" (Johan, L4)			HAVING A DEGREE
"for the moment for first year and maybe second year it's looking to develop your skills and learn. Like increasing your knowledge of how football clubs run and how they do things. Understanding the football industry a bit better so that when you go for a job like that you have a wide range knowledge and you look like you know more" (Johan, L4)			HAVING A DEGREE
"employability for me at the moment is something secondary. I of course need to have some finances coming from somewhere to ensure my living. But I am I'm thinking more in the long term and I'm prioritising the university and the experience that I'm going to gain because I'm a person that is always looking for the long term and I don't care for instant gratification" (Michael, L5)			HAVING A DEGREE
"I like to prioritise what I want to do and I just have a vision of what I want to achieve and know what is important in the moment. So I'm not going to work to be employed on a full time job. Five days of the week or even more. And don't it's not care about the university but just don't care about my studies and prioritise work that's going to provide me with instant finances and instant gratification. Rather than the university which is going to be much more advantageous in the long term" (Michael, L5)			HAVING A DEGREE
"right now it's my focus is getting my school work done. Kind of like working towards this degree and then using this degree towards using to get a job and become employable" (Archie, L5)			HAVING A DEGREE
"my schoolwork at the moment is more important and I want to do well on this" (Archie, L5)			HAVING A DEGREE
"I think It's almost while you're studying you don't focus on putting yourself out there as much as you probably should. I probably should more. I've tried to a little bit. But when you still got your dissertation and everything to write I think it's hard to focus on those even though it does definitely matter" (Stuart, L6)			HAVING A DEGREE
"especially in your third year as well when you have put your first two years into it [studies] and if you put a lot of effort into it like I know I have. It does. Yeah, it does seem a bit of a risk to even though it might not mean as much it			HAVING A DEGREE

does mean a lot to me to get through this university degree and obviously I'm aiming for a first and I want to make sure I maintain that. So it may not actually be that important in terms of employability but it's still important to me" (Stuart, L6)			
"Obviously right now I'm more focussed on the university and just doing a job which is not linked to what I want to do in the future. But when I finish university I would be looking for something that is related to what I'm looking for. So yeah right now I'm more focussed on my my degree even though in university it sends me some vacancies you know for this club has contact us for this job. I still have a look. But I'm not going to apply. I'm not going to waste it's like one or two days filling out the application because I have assessments to do. And in the end of the day if they take me I may not be able to finish my degree. So at the moment I rather to finish my degree" (Mel, L6)			HAVING A DEGREE
"the status quo says that if you got a degree a masters a PhD you may have more opportunities that somebody that don't have them" (Mel, L6)			HAVING A DEGREE
"right now instead of finishing the third year and looking for for for for for for for a job for instance in that kind of in this kind of field I am thinking of doing a masters because I believe that what I can offer is only limited right now" (Salvatore, L6)			HAVING A DEGREE
"I feel that I have to enhance a lot more my knowledge and enhance a lot more that through through further studies in order to be employable" (Salvatore, L6)			HAVING A DEGREE
"you'd have to show a lot more qualities than when you can just earn a degree" (Michael, L5)	"I think the general expectations of a university student have changed as well. And university students expect more from the university as well. They're paying a fee, aren't they? They expect and they expect us to give them an education give them a good degree and get them a job. Unfortunately that's not the real world" (Teresa)	"yes you're going to get a degree that is going to make you employable. But it comes back to that second sort of how are you going to be above the others? How are you going to be more desirable? Because at the end of the day we're all going to be graduating with the same degree" (Anna)	MORE THAN A DEGREE
"if you finish your degree in engineering you can go and say show them your degree and just show them that you understand how to deal with computers and engineering in this sphere but in football no one no one is going to care. It's not that no one is going to care but it's not that important that you have a degree. You need to show it on the on the job" (Michael, L5)	"I think they just think they're on a football programme and they'll get a job. I'm not sure that they completely realise how" (Teresa)	"I've been in the industry employing people for longer than I was trying to get into the industry. So back then when I got my job. Having a degree in sport not any way connected to sports development by the way. I did sports science. You either did sports science or sports studies. Sports studies was a bit wishy washy for me. I liked science. So that's what I did. And a degree in sports science was enough to get me an interview. And then all I did was six months travelling and in my six months travelling I did six weeks two months and coaching in	MORE THAN A DEGREE

		Ecuador. At the time that was enough for me to stand out from the crowd. That's not enough now. You will not get an interview. This is harsh but true. You won't get interview for a Football Development Officer role just with a degree. You probably won't even get an interview for an administrative role in a County FA with just a degree. And if you do get interview for that role you probably won't get the job because you won't have had the experience that the others you're competing with will do" (Callum)	
"by the end of it by the end of your degree when you've got thousands of other people applying for similar jobs you need to find something that puts you out from the others" (Stuart, L6)		"based on my experience of students there's that expectation that you've got to come out university and get a job and it's going to happen because of the course that you've done. And just putting that course on your CV is enough. And that's not the case. So that's fine. If you want to go for university and just enjoy for the moment the university experience and live that life and live in that moment. 100% make the most of that. I've got no problem whatsoever. But then when you come out of university expect to have to work to get to where you want to be for longer than those that have already done that whilst they've been there or done it prior or done it as part of a placement or gap year" (Callum)	MORE THAN A DEGREE
"It's very easy just to get swept up in it and stay within that little zone and think yeah I'm doing all my work. I'll be fine and I'll get a job when I come out … everyone is either already working in football or looking to work in football and obviously with how competitive the market is now. it's not what you just come out of uni with a degree and that's enough" (Andrew, L6)		"I'm not sure it's necessarily prevalent in my job specifically but there are jobs that you can probably read a lot more about and gain knowledge that way" (Paul)	MORE THAN A DEGREE
"in terms of having my my marks, my results I cannot compete into that because if others have a first I have a first we all got a first that's what I got in my CV. But. If you have a look on my resume or my CV I might have more experience in other fields than the others. And also my have other characteristics or skills or qualities that they won't have. Because for the job I want probably you need to be more outgoing more responsible. And I think I might have more of these qualities than other people" (Mel, L6)			MORE THAN A DEGREE
"within football is all about in my eyes and person experience is all about past sort of knowing someone else and being able to set you links up" (Kyle, L4)	"it's a lot easier if you if you if you kind of have industry contacts. That's that's that's for sure. But it's not impossible to do it if you don't … it will require more groundwork if you if you don't have those contacts" (Rachel)	"the last person we hired in my department we already knew him from work experience and we knew that he knew what he was supposed to be doing and then develop on that" (Ellie)	NOT WHAT YOU KNOW, IT'S WHO YOU KNOW

"I read an article like Eleven Tips to get a job in football. And they also mention that it's not so important what you know but it's like more important who you know" (Daniel, L4)		"we're trying to get away from the perspective where it's who you know" (Callum)	NOT WHAT YOU KNOW, IT'S WHO YOU KNOW
"it's a lot more harder if you don't know anyone in the football industry" (Michael, L5)			NOT WHAT YOU KNOW, IT'S WHO YOU KNOW
"in football networking is probably the most important thing. You need to know people. Because opportunities exist everywhere" (Michael, L5)			NOT WHAT YOU KNOW, IT'S WHO YOU KNOW
"knowing some in the industry because it's such a hard industry to get into if you don't. You need to know someone. You need connections" (Archie, L5)			NOT WHAT YOU KNOW, IT'S WHO YOU KNOW
"that contact is good because if you if you do a good job you can have a reference" (Archie, L5)			NOT WHAT YOU KNOW, IT'S WHO YOU KNOW
"It's not what you know. It's who you know" (Archie, L5)			NOT WHAT YOU KNOW, IT'S WHO YOU KNOW
"although it's less contact based than it used to be now I still feel that there's probably still a lot of people who would acquire a job through contacts in that industry. And I think people might be able to leapfrog others through contacts. And I think if you want to work your way up without that you're going to have to build the contacts or just stick with it" (Stuart, L6)			NOT WHAT YOU KNOW, IT'S WHO YOU KNOW
"when you come out of uni, you have a degree as will another hundred and fifty people on the course. So you need to then if you've got experiences that can push you ahead of the crowd. Or if you've just had the opportunity to work with people outside of the uni you're more likely to be known and be given an opportunity. Sometimes it's who you know" (Andrew, L6)			NOT WHAT YOU KNOW, IT'S WHO YOU KNOW
"first of all you need to know about it. The second one you need to see it just to understand do you fit this role? Is it this role for you?" (Daniel, L4)	"the actual specific knowledge of the industry that they want to go into. So particularly for our students where having a knowledge of the football industry" (Teresa)	"I think that knowledge of the industry helped me to understand that you don't necessarily have to go straight into the type of job you want to do forever. But you can get a foot in the door by being clever with the pathways you choose" (Anna)	KNOWLEDGE OF THE INDUSTRY
"you're expected to have a good understanding of what your job entails" (Kyle, L4)		"there's just that ignorance around the range of roles that are available in sport and in football. So by the time students arrive at uni they've already missed the key information and have already made decisions that point them towards other career paths. They've already made their choices" (Callum)	KNOWLEDGE OF THE INDUSTRY

"to have a better understanding of and a better idea of what kind of work they do and what that requires and what are the skills and how and what what they do in that field" (Salvatore, L6)		"awareness of the different pathways routes and opportunities in the industry rather than having that very narrow minded view of what they think sport or football is about" (Callum)	KNOWLEDGE OF THE INDUSTRY
"at the end we all do this university to try to be to get a future in that kind of industry. So the better understanding you have of the industry. The better it is at the end of the university … at the end of the day I would prefer definitely to have to have much more clear ideas of the industry" (Salvatore, L6)		"they have to understand what it's like to come to work nine to five and that's a shock to the majority of students that have come in that come into this environment" (Callum)	KNOWLEDGE OF THE INDUSTRY
"I think it's a bit naive the way that they think about the the the world of of work when you get into into an environment that requires you to be professional and everything you know. And it's it's. I think. It's down to the age and to the to the experience" (Salvatore, L6)		"I can appreciate that at that age maybe that's not your focus particularly first and second year. Do you really know what you want to do next? And a lot of students don't come on a course because they want to work in a specific area. They don't know what they want to do yet. But they think they might want to work in a sport or football setting" (Callum)	KNOWLEDGE OF THE INDUSTRY
"how does how does actually the industry that I'm getting into work and how they think" (Salvatore, L6)			KNOWLEDGE OF THE INDUSTRY
"learning sort of industry standards. Professionalism" (Andrew, L6)			KNOWLEDGE OF THE INDUSTRY
"I need to know about the football development the industry the football history about the business structure as well" (Mel, L6)			KNOWLEDGE OF THE INDUSTRY
"skills are important but I think knowing the jobs and knowing what they entail is maybe overlooked a little bit … it is important to know about the environment of what you're going into and what's out there as well so that you know what to apply for what you can find out what you want to do. Because if you know what that job entails sometimes the job description or the job titles don't really show what it is I think" (Stuart, L6)			KNOWLEDGE OF THE INDUSTRY
"I think it [knowledge of the industry] would help. But there are people within football today who have important jobs who are said to have not much knowledge of the football industry" (Johan, L4)			KNOWLEDGE OF THE INDUSTRY

PHASE 1: CONCEPTUALISATIONS OF AND ORIENTATIONS TO EMPLOYABILITY

ORGANISING THEME (3) - EMPLOYABILITY IS… EXPERIENCE

RAW DATA EXTRACTS	BASIC THEME

STUDENT	TUTOR	PRACTITIONER	
"experience in terms of the more practical sense is valued quite highly. And obviously in other businesses you don't really get much practical experience until you actually get the job" (Kyle, L4)	"I think they they almost sort of sit back a little bit and wait for things to kind of fall in their lap a bit more" (Rachel)	"maybe that experience before so that I know they're going to come into this role and they know what they're doing" (Ellie)	GAINING EXPERIENCE
"I feel like experience is probably a big thing" (Johan, L4)		"I grabbed every opportunity I could but I was the only one in on my course who did any sort of like real world experience and like it's been throughout those years. And then it shows at the end where I am in comparison to where they are" (Ellie)	GAINING EXPERIENCE
"really important to have the practical the real life experience of going into the industry … It doesn't matter with who just gaining experience … being presented with opportunities … need to find first the opportunity … first they have to be engaged in some way in order to go out and seek opportunity or try to apply for the opportunities that are present" (Michael, L5)		"going out and getting the experience is the most important … the ones that sort of seek out opportunities and try and try and do extra with us alongside their projects or alongside their work seem to be those that go on and get full time jobs quicker and get paid employment" (Paul)	GAINING EXPERIENCE
"Employability in terms of experience and even not even but volunteering for me it will prove extremely more beneficial than finding a job that it's not related to what I want to do in the future" (Michael, L5)		"ideally you want someone who's got some sort of experience whether that's voluntary an internship paid experience in or around your chosen subject. So in sport development you'd want them to have some sort of sport related experience previously … I did a placement when I was at university. And then once I finished university I then got this job alongside some volunteering. I personally don't think I would have got that this job if I didn't have that one year experience because obviously set me aside" (Paul)	GAINING EXPERIENCE
"what experience you may have … in every job you do need experience" (Archie, L5)		"you can't punish people for that. For not having the experience. And I appreciate that. And I never look at it from that perspective as an employer. But like I said if you're a student and you come out of university and you haven't done anything extra don't expect to get interviews and get roles. You'll then have to then go and do the extra part. And it might be that you have to work full time in a job you don't want to do alongside that. But you have to do it" (Callum)	GAINING EXPERIENCE
"my biggest flaw certainly for me is I'm not always proactive as I should be going out and looking for things" (Andrew, L6)		"that doesn't mean someone has to come to us with that. You know someone can come fresh out university having done a three year course and apply for a role and get it because it depends on what they've done in their time. Now it doesn't mean that someone has to have had loads of experience. Because I remember applying for jobs and this is what you get back 'you've got no experience' well how do I get experience? That was the thing. And I had to	GAINING EXPERIENCE

		ask that myself how am I gonna find it. You can get that experience but it's understanding what that experience needs to look like" (Callum)	
"if you have experience if you can gain like work experience is much better for your resume … it's better if it *[experience]* is related to what you want to do in the future. Also. I mean it depends what sort of job you'd like to do. Because there might be matching the skills that could be useful for the job you're looking for" (Mel, L6)		"at all levels of education you should have that form of experience to go out and become employable … there's that fundamental base that makes you employable or desirable for a company. But you sort of have to have experience within football … go out and experience being in an industry" (Anna)	GAINING EXPERIENCE
"I think *[I need]* a little bit more of the experience of working with professionals. Because I think that is something that for instance I'm missing at this moment this particular moment" (Salvatore, L6)		"I knew during uni I had to get experience in football. And as much as possible to experience different roles because I knew how tricky it was to get into the football industry … those that stand out are the ones that also seek extra opportunities" (Anna)	GAINING EXPERIENCE
"it would always be good to get experience in the real world and if there was experience going I wouldn't exactly say no. But I don't think it matters all that much" (Kyle, L4)			GAINING EXPERIENCE
"[work related experience] would be amazing until we sort of get to exams and start to get bogged down with deadlines approaching. And then it would almost feel like you've got a lot of deadlines. You've got all the work that you need to do" (Kyle, L4)			GAINING EXPERIENCE
"I'm happy to take the take opportunities but I've got to feel like it's right for me. I'm not going to take an opportunity if that's not something I'm interested in. So I don't wanna say waste my time but I'm not gonna spend time doing something where I don't see myself doing that after university" (Johan, L4)			GAINING EXPERIENCE
"most people for me don't value the opportunities that are put on that are presented because they have to do the work and they don't want to do it. They don't want to bother. They don't want to waste let's say their energy because they don't think it's valuable … I think that a lot of people don't value volunteering because it's not paid. I'd say they want something that is paid" (Michael, L5)			GAINING EXPERIENCE
"gaining some experience of course to write it down on CV to just know how the system works from inside because theory is one thing but in practice it works differently and you need to see it" (Daniel, L4)		"it's just it's really about taking those experiences and maximising them as much as possible" (Paul)	LEARNING FROM EXPERIENCE
"you can be as qualified as you want you can have as much experience as you want in a certain field. I do genuinely believe there are gonna be times in your career where you don't quite know what you're doing. So you're going to have to be prepared to. Because I can't imagine going through a world where say 25 years of my life I know		"actual work experience so for example if you apply for a job in sport not necessarily having a job in sport but having a job so that you learn the things like turning up on time being presentable, time management those sort of I suppose non subject specific skills" (Paul)	LEARNING FROM EXPERIENCE

| RAW DATA EXTRACTS | | | BASIC THEME |
STUDENT	TUTOR	PRACTITIONER	
exactly what I'm doing. And then I go into a job one day and I've not done everything right up until this point. Never been stuck on anything. And I go to a job one day and I've got no clue what I'm doing. I haven't been prepared for that. Whereas if you have done it before. I'd already sort of know what to do next if I don't have a clue" (Kyle, L4)			
"it's one thing to hear about something. And it's quite the other to do it. I think there's a difference between doing and knowing" (Michael, L5)		"do you go out there and do you take up as many opportunities as possible? Not only specific to the role but maybe to just improve certain other skills as well" (Anna)	LEARNING FROM EXPERIENCE
"if I have a glimpse of how it works and how it's it's moving then I would have I would have more confidence" (Salvatore, L6)			LEARNING FROM EXPERIENCE
"we can all get the same qualities in terms of studying football studying marketing you know getting all that knowledge. We all get it from university. But the qualities they build up through your life you know through your different experiences in different jobs or different situations" (Mel, L6)			LEARNING FROM EXPERIENCE
"I believe I can gain more qualities and skills [through work experience] than just somebody who's being just studying and spending their spare time at home playing PlayStation" (Mel, L6)			LEARNING FROM EXPERIENCE

PHASE 1: CONCEPTUALISATIONS OF AND ORIENTATIONS TO EMPLOYABILITY

ORGANISING THEME (4) - EMPLOYABILITY IS... FITTING IN

| RAW DATA EXTRACTS | | | BASIC THEME |
STUDENT	TUTOR	PRACTITIONER	
"be able to sort shift from an environment where you learn into an environment where you are actually working in your field completing day-to-day tasks you would in your field" (Kyle, L4)		"how well an individual meets the expectations and the values and the roles and responsibilities of a position that I'm looking to recruit to ... the values the requirements of that specific role would obviously then be determined by the environment in which the role is set" (Callum)	ALIGNMENT OF GOALS VALUES & VISION
"you conform to some norms ... you earn your place in the industry" (Michael, L5)		"what we do when we employ people is that we ask them to tell us what their values are and to give to six values then tell us which is their core value their most important value and explain why. And often they do connect with what we're doing. And it tells you more about that person. And I'm not necessarily looking for an answer. I'm not looking for a specific value I'm not looking for that person to have respect at the core of everything or	ALIGNMENT OF GOALS VALUES & VISION

		inclusion at the core of everything. I might then query how does it connect with our values?" (Callum)	
"being in line with like whatever organisation you're applying for. Probably being in line with they aspire to be. Their vision. So being in focus with that … aligning yourself your own goals and the company's goals. I think it's very important to both understand what the company is the way the company was to go. You've got to sort of have the same ideas I think or at least you know be willing to go for that"" (Stuart, L6)		"a desire to have an impact on the business on the audience you're working with" (Callum)	ALIGNMENT OF GOALS VALUES & VISION
"how you fit into the company. How your personality works with the other people you're going to be working with. Whether it aligns with their goals. And whether you sort of share their vision of what you want to do. Because I feel like you need to have that passion and that belief in what you're doing" (Andrew, L6)		"bigger picture. So not working just on your specific area and being obsessed by your specific area … understanding where your work impacts on those around you both within your team but also across the business … the difference I think between doing what you need to do to get by and showing that you can have a wider impact" (Callum)	ALIGNMENT OF GOALS VALUES & VISION
		"I think that we have maybe like the same sort of morals and I don't know if that's the right word to use like the same value" (Ellie)	ALIGNMENT OF GOALS VALUES & VISION
"I think employability skills are really important now and they will be throughout the rest of your life because you always need to. Especially in today's climate. You don't you don't stay in one job forever do you" (Kyle, L4)	"be adaptable to different job roles" (Rachel)		ADAPTABILITY
"I can't be sure and I can guarantee nothing in the future" (Michael, L5)			ADAPTABILITY
"if you're good at multiple things you can take different skills in and then you can develop those skills while in that job" (Archie, L5)			ADAPTABILITY
"willingness to adapt and get stuck in … you've probably got to expect a lot of changes" (Stuart, L6)			ADAPTABILITY
"I have to adjust my my way of working in this way because that's the way that they they go" (Salvatore, L6)			ADAPTABILITY
	"Perhaps they feel. Less and perhaps underprepared to. As to how to present themselves or even when they say. Well can you give us an example of a time when you have communicated to a challenging group or something like that. And if we had a conversation with a student we'd be able to pick out an opportunity when they've done that. But they wouldn't identify that themselves. So I think kind of. It comes hand in hand if they if they were more aware of the skills that they're developing. I do think that would then lead to more kind of a bit more confidence going into interviews and things like that" (Rachel)	"If you do the right things at university if you do a variety of things while you're at university and even if they're only in small amounts but you understand what you're getting out at them if you can demonstrate that to me that's more important. If you can demonstrate the benefit that you can gain from that experience and connect it to what we're asking you to do. Then that's the most important element because that shows me that it's quality over quantity" (Callum)	CONNECTING THE DOTS

	"if we talk to the students I know that if we were to ask them about the types of skills the employability skills they possess. They probably wouldn't be able to tell us very much. But. We know. There are certain skills that they possess already but they're not connecting the dots. So if we could make it clearer to them that. Right okay well you've been a good communicator or you've worked well as part of a team. And if you could kind of connect that to kind of going into a job interview and demonstrating those skills. I think it would come hand-in-hand that they would then feel more confident" (Rachel)	"the challenge still is they still don't know how to connect what they have done with what we are asking for. And that the inability to take what they should have learnt during their time on their course and connect the dots is glaring" (Callum)	CONNECTING THE DOTS
		I'll be honest actually I don't place that much importance on whether or not that degree is in football or that degree is in sport. If an individual can connect the dots if they can show me what they've taken from their degree and then add onto that an experience particularly in football or in a sports environment or in a volunteer led environment or a community engagement environment. And if you can connect those dots and show me how the transferable skills from your degree can be applied to working in project management can be applied to working in event delivery can apply to working in community engagement. That is the most important thing. And often the easiest way to do that is proof of results. Is action (Callum)	CONNECTING THE DOTS
		"sooner or later you have to find a way to connect what you've done on your course to where you want to be and then build that portfolio" (Callum)	CONNECTING THE DOTS
"a lot of people have said its quite cut-throat and a little bit aggressive. I think you have to be quite determined and willing to work hard and prove yourself. You probably don't have to do that as much in other places. And it's a lot of high pressure to win and to do well" (Stuart, L6)	"I think you have to have a thick skin to be employable in football … the football industry's very unique. Even in comparison to different sports. The football industry having experienced it is. I mean it isn't like an industry I've ever worked in before. Bearing in mind that clubs have very specific ways of doing things. There's a certain type of communication that's needed. There's a certain level of report writing and kind of written skills needed. And I'm not sure. I think a lot of them are transferable out football. But I think you couldn't easily transfer general skills into football" (Teresa)	"it's having an understanding of that [industry] and being resilient so that you can overcome those [challenges] because if you can't then you're really going to struggle because it can be quite daunting and they can be quite challenging groups to work with sometimes" (Paul)	PREPAREDNESS
	"I think they need to know how to apply it into the football industry. So I think they can. And we get it where we get a lot of students who have got general things that don't take football specific and they can go and get jobs elsewhere. But because they haven't taken the football specific on board the employability isn't there for the industry. So I think it's vital that we do it for the football		PREPAREDNESS

	programme and make them prepared for that particular industry. And as a by-product if they don't get in the industry they've still got generalised employability skills for other jobs. They're still employable just not for football" (Teresa)		
	"You have to have a very strong self belief that that you are the right person for that role and that. Because it's a very. Sort of cliched but dog eat dog world with football" (Rachel)		PREPAREDNESS
"I think I need to work on my sort of confidence so I get quite a bit of imposter syndrome" (Kyle, L4)			OVERCOMING IMPOSTER SYNDROME
"I'm not going to really know what I'm talking about because obviously theory and practice are two different things. So I feel like I personally to develop my confidence skills" (Kyle, L4)			OVERCOMING IMPOSTER SYNDROME
"I don't have the right qualifications or experience or anything like that because of where my position is now. I'm only a university student" (Archie, L5)			OVERCOMING IMPOSTER SYNDROME
"I think once I am in a place where there is a certain number of other people I tend to disappear. My personality tends to disappear" (Salvatore, L6)			OVERCOMING IMPOSTER SYNDROME
"right now it's if I have to think about it will be me as an individual that steps into a into an environment and I wouldn't know how to blend with this environment right now" (Salvatore, L6)			OVERCOMING IMPOSTER SYNDROME
"my qualifications and my knowledge on the subject does not does not make me feel confident enough for working" (Salvatore, L6)			OVERCOMING IMPOSTER SYNDROME
"how you present yourself to employers" (Stuart, L6)	"it's almost sort of how you how you present yourself to a certain kind of to an organisation. To a person. And I think more importantly is how people perceive you as well" (Rachel)	"how you make yourself more sort of desirable to that role or that company" (Anna)	MAKING AN IMPRESSION
"do employers want you in the way you present yourself" (Stuart, L6)	"you can have a very similar kind of experience on paper but it's how you present yourself. To kind of those who you are trying to be employed by" (Rachel)		MAKING AN IMPRESSION
"I think everyone is really looking at how can I make myself as attractive as possible an employer" (Andrew, L6)	"I think it's about the persona that you have when you go for these jobs that you say this is this is my job. I deserve this job. Because those who are perhaps more timid. And more. Not to say it's or they lack confidence. But they're probably they're probably a slightly more passive in their approach. We've seen that with students. They might be like first level students but they're not getting jobs because they're not going out there and saying look at me. So I do think it's a very different industry" (Rachel)		MAKING AN IMPRESSION

			MAKING AN IMPRESSION
	"how to present themselves in an effective manner" (Rachel)		
"you need to grow this networking base" (Daniel, L4)	"you make further links once you get to talk to people … the more you get to know them the more they open up with you and the more you then get invited to other things where you meet other people. So I suppose the biggest thing probably is networking and creating more of an opportunity for us to use different examples of different people and run more workshops and pick up more bits and pieces of knowledge" (Teresa)	"it's about having those conversations with the relevant people and trying to find ways to work and network with other people other departments and to see the opportunities beyond simply doing the role they've got for work experience" (Paul)	NETWORKING
"setting up a network like connections in the football industry because it's a competitive one … gaining a network I guess it's one of the most important things like for us for students" (Daniel, L4)	"if we can kind of we encourage students to obviously mix with individuals and also creating that network" (Rachel)	"I'm a massive believer in like you need to network. And I think maybe that's something that a lot of students don't do enough of that and I know it's awkward and whatnot but you've just gotta bite the bullet" (Anna)	NETWORKING
"I'm willing to be a lot more a lot more proactive and find opportunities and speak with people and connect with people instead of last year" (Michael, L5)		"I think there is a kind of culture across different industries. And sport and sports development is a relatively young industry. You know County FAs have only been professionalised for like 10-15 years and before that they were volunteer organisations and a lot is still catching up in a lot of ways. Whereas say the media industry is well established and it's well recognised that you might need to work for free to get a paid job at the end of it. And so there's a willingness and there's a good understanding of the students that go into those courses perhaps that they need to go out and connect. They need to network. They need to make the most of those opportunities. When they meet people they need to gain additional experience outside of what they do in order to build that portfolio literally of work that they can then show when they apply for a job. And perhaps within the sports industry or football industry we're not there yet" (Callum)	NETWORKING
"it is uncomfortable but in the long term it's much more valuable because you get to know different people. And at first it is a bit awkward because no one knows no one is brave enough to speak out and to open them to others. But as you get to learn to understand people more you'll get more closer" (Michael, L5)			NETWORKING
"you need to gain the confidence just willingness to actually go and speak to people" (Stuart, L6)			NETWORKING
"what matters I think probably a lot is building contacts to make yourself more employable" (Stuart, L6)			NETWORKING
"the people who are in that career are saying about how important it is to go and build contacts and put yourself out there" (Stuart, L6)			NETWORKING

RAW DATA EXTRACTS			BASIC THEME
"you need connections and you need to listen learn and you need to have a network of people to have links" (Mel, L6)			NETWORKING
"when they say you have time you have the opportunity to network. I never had this. I mean I never I never found this way to network. And maybe it's me that does it in the wrong way or maybe it doesn't do it. But I never found that was a particularly useful to build networks … I'm not the personality that goes out then and build networks just because things is going to be useful and that's wrong from my side. I totally understand. And plus yes I don't know. I don't really know how to do it because I've never done it. I'm basically no good at it. So that's a very big limit for me" (Salvatore, L6)			NETWORKING

PHASE 1: CONCEPTUALISATIONS OF AND ORIENTATIONS TO EMPLOYABILITY

ORGANISING THEME (5) - EMPLOYABILITY IS… SELF AWARENESS

RAW DATA EXTRACTS			BASIC THEME
STUDENT	**TUTOR**	**PRACTITIONER**	
"I think you can you can improve any skills. I think I think I will eventually get there" (Kyle, L4)		"I had that mindset where part of me was just like right I'm going to get as much experience as possible although I did have a side of me that was subconsciously saying oh put it off it doesn't matter yet sort of thing and my friends had that sort of attitude too" (Ellie)	A GROWTH MINDSET
"controlling the controllables controlling what I can control because I know that I can give two things that depend on me and that's my effort and my attitude. And the other things don't depend on me but I would ensure that I would put my myself in a place that I would be best prepared for what is going to come next. And I always believe that you can you can develop" (Michael, L5)		"you're always trying to develop yourself. You're always trying to learn new things. You know you can put that forward like having different skills in sort of different industries as well" (Ellie)	A GROWTH MINDSET
"I believe that you need to have the growth mindset that nothing is stationary you can always improve in absolutely everything you do" (Michael, L5)		"I think it comes down to the individual and how they sort of perceive that challenge" (Anna)	A GROWTH MINDSET
"I know what I want exactly. And I know how I'm going to get there. I have prioritised my things and I have become much more curious. And I want to learn more and more and more. So probably the third thing can be always wanting to improve" (Michael, L5)		"I'd like to think that I'm quite passionate about it [employability] because I've sort of gone through that and I think I understand it" (Paul)	A GROWTH MINDSET

"you need to know that you're not just born with some innate talents that you can develop" (Michael, L5)		"I probably had a period of being in the job for six months get my feet under the table and then I was like right what's next? How can I improve? Stuff like doing a Masters. I'm also on the board of Governors at school. I'm a coach on a voluntary basis and I coach for ****** as well. And I just think that I'm always trying to do more so that I can be more employable and you know better prepared for my next step" (Paul)	A GROWTH MINDSET
"I feel like certain jobs you need certain a certain mindset" (Archie, L5)			A GROWTH MINDSET
"willingness to learn … willing to work hard" (Stuart, L6)			A GROWTH MINDSET
"determination as well and sticking with it might sometimes take a while to get there and if you want to work your way up through for a club or for example I think that might take quite a while as well" (Stuart, L6)			A GROWTH MINDSET
"I think you can always improve. But. I don't think there's ever a point where you go right you just can't do this or you can't do that. But I do believe that certain people are just innately better at certain things. But I don't think that's bad. Because you've all got your own qualities. So yes I believe you've got your own individual talents and they can be worked on" (Andrew, L6)			A GROWTH MINDSET
"you're better at certain things than others and you can obviously work on them" (Andrew, L6)			A GROWTH MINDSET
"Nothing will happen without actions. So you just need to start doing" (Daniel, L4)	"take more responsibility for themselves and being able to solve kind of issues as they arise rather than perhaps kind of. Seek help at the first hurdle" (Rachel)	"it falls back to an accountability I think and accept in and being proactive about that accountability" (Callum)	INDIVIDUAL RESPONSIBILITY
"instead of blaming someone else and I always try to take the responsibility of I think that this is the most important thing. If you want to learn from them they can need to always look for it first thing yourself and not not in others" (Michael, L5)	"being able to kind of almost self-manage and sort of have. Being able to take responsibility of kind of your own actions and. Being able to use your own initiative. To solve problems rather than relying on others all the time" (Rachel)	"to say also my responsibility is to appreciate how I can support an impact elsewhere. And it's also my responsibility to connect those dots and find work arounds for problems rather than just pass it on to other people" (Callum)	INDIVIDUAL RESPONSIBILITY
"we are offered all the time jobs and positions and it entirely depends on us but in football I think that nothing is guaranteed. And. Yes. Yes. You can give us an opportunity but then of course it depends a lot on us and what we're going to do with those opportunities" (Michael, L5)		"Willing to work within a team structure but also be willing to take on individual accountability" (Callum)	INDIVIDUAL RESPONSIBILITY
"in the end you don't know when when the goal ends you don't know if he's going to go on be curious learning about more. They're trying to spark our curiosity but in the end they can't force you to do it. And they can't say OK go home and write this because it is going to be beneficial for you. If you don't do it yourself, you won't find out that it really is		"it definitely comes down to the individual because I think when you get to university you have to start thinking for yourself. Although people are always drumming into you have to get more experience. You need to do this to be more employable. There has to be that sort of accountability. At the end of the day it's yourself that's going to get you a job" (Anna)	INDIVIDUAL RESPONSIBILITY

beneficial. You're just you're just here then go on from one year to the other" (Michael, L5)			
"uni is you are supposed to go and do it yourself. Because what's the point in it being force fed" (Stuart, L6)		"you can introduce students to industry professionals and then give them the opportunity to then go out and build those. And again it's providing an opportunity. And what they do with those is up to them" (Paul)	INDIVIDUAL RESPONSIBILITY
"I think people who want to put themselves out there will get themselves out there anyway" (Stuart, L6)			INDIVIDUAL RESPONSIBILITY
"when you leave uni people aren't going to make these opportunities for you. It is all by yourself" (Stuart, L6)			INDIVIDUAL RESPONSIBILITY
"you're not going to just be told to do things when you come out of university" (Andrew, L6)			INDIVIDUAL RESPONSIBILITY
"I'd rather be told kind of what to do and have a bit of a say" (Archie, L5)			INDIVIDUAL RESPONSIBILITY
"I would love that the university would send me somewhere physically … the university actually shows me the path and tells me okay for a month or so you go there and then you are forced to to network because that's your're part of the team at that point. So if you if you keep being very close to yourself and not not wanting to do anything then after that then that month expires. Then you are basically you are left where you where you were. But actually after the month I think if you are good enough and you are you are able to understand a few things in the area and they're able to understand a few things about you then that that connection it's it's it starts and actually can carry on" (Salvatore, L6)			INDIVIDUAL RESPONSIBILITY
"confidence is a big thing as well. You need to come across like you understand what you need to do. You need to be able to explain what somebody needs to do for you" (Johan, L4)	"confidence I think is a really key one as well in terms of those kind of transferable skills. Because it just gives them more responsibility as an individual to demonstrate that they're capable of doing something" (Rachel)		CONFIDENCE
"you need a good understanding of what you actually talk about. So you have the confidence … you need to know what you're talking about so you can be confident in what you're actually saying" (Kyle, L4)			CONFIDENCE
"I don't think I'd have the confidence to ask people about something if I don't know them. Because it's the worst thing I have as well when I don't know what I'm doing. Is I think everyone else knows what they're doing. And its just me that doesn't know" (Kyle, L4)			CONFIDENCE
"you have to be confident in what you do. You can't be too nervous about making decisions. Like I said it's fast paced. And I think you have to make a snapshot decision and you waver on it a bit I think that could make the difference" (Stuart, L6)			CONFIDENCE

"I'd be able to speak about it so that I could make myself more employable. So when I go to a business I look sort of like I know what I'm saying. You know that's probably something I should have mentioned I think part of employability is if you're going to company you want to look like you know what you're doing" (Stuart, L6)			CONFIDENCE
"I'd like to sort of work on gaining confidence in that and talking about my subject area with confidence" (Stuart, L6)			CONFIDENCE
"I recognise the importance of it now. I think as you understand the importance of it you're much more willing to go and do it. And you have confidence in your own ability and how it works. It doesn't feel as intimidating as it did before" (Andrew, L6)			CONFIDENCE
	"being able to kind of reflect and say to them what would you do differently? What went well? What didn't go well? I think that's kind of that's probably an important thing to to help them develop as individuals" (Rachel)	"I think it's just having people that are willing to reflect on who they are and look at how they can improve" (Callum)	REFLECTION
		"if you can reflect and be self-critical and be critical of what you're delivering and then look for ways to improve it then you're always going to create and come out of that better than you started. So that is obviously quite important for us" (Callum)	REFLECTION
		"I think reflection would probably be one of the things I'd always look for in someone" (Anna)	REFLECTION
		"actually if you open yourself up you could probably absorb a lot more. And also the ability to be able to reflect and to understand what you've got out of the process I feel that's huge. And I think it's one of the key foundations to be able to be employable at all" (Anna)	REFLECTION
		"it does boil down to the individual and like what they choose to get from it and how they've reflected on it and how they can sort of turn that into something of relevance for their individual circumstances" (Anna)	REFLECTION

PHASE 2: PERSPECTIVES ON RWL THROUGH THE LENS OF ACTIVITY THEORY

ORGANISING THEME (1) – SUBJECT & COMMUNITY

RAW DATA EXTRACTS			BASIC THEME
STUDENT	TUTOR	PRACTITIONER	
"I'd expect quite a lot of contact between professionals and between us." (Johan, L4)			SIGNIFICANT OTHERS - PRACTITIONERS
"You can also be taught by someone who's done it and actually experienced it. And then they can give you like helpers and tips" (Kyle, L4)			SIGNIFICANT OTHERS - PRACTITIONERS
"I vividly remember [named practitioner] talking about how you need to find your inner leader. And that was quite eye opening. And I remember it very very well. So. As well as [named practitioner] which was from [industry partner] workforce were there and were talking about how they got there how they got their opportunities how we can develop what we need to do in order to get in there into their position in the future if we can … And a lot of people. Important people. I don't know if important is the right word but important people from the football industry. From which you can learn a lot if you want to" (Michael, L5)			SIGNIFICANT OTHERS - PRACTITIONERS
"when we we were meeting the professionals that they were coming to speak or interact with us. So I can think of the [industry partner] staff members that they were coming for for our seminars " (Salvatore, L6)			SIGNIFICANT OTHERS - PRACTITIONERS
"A guest lecturer will come and will speak to a hundred guys in there whereas for for the [industry partner] we had a person that will follow our group for instance. And therefore you have to interact one to one. And that that was really good." (Salvatore, L6)			SIGNIFICANT OTHERS - PRACTITIONERS
"There's like thirty of us in the class and you're not going to get on with everyone and similarly you're not going to get along with everyone in life. So I feel like a practical session where you have to deal with people who are maybe a bit a bit disruptive or be a bit. Sabotage your session. I feel like that helps a lot because as much as it's annoying I feel like it helps you in future because not everyone is going to listen to you and stuff. So I feel like it helps with conversation and social skills." (Kyle, L4)			SIGNIFICANT OTHERS - PEERS
"Every time it would come to our group they would say you are doing a good job like. We didn't really need them. Like at the beginning yes we needed them. But when they came like in the middle of the project and in the end our teachers were giving us more guidance than them you know." (Mel, L6)			SIGNIFICANT OTHERS - TUTORS

"Different people from different roles in different positions different background so we can see a bit a slightly different perspective of footballs side. And of what they are doing how they are doing what challenge do they usually face." (Daniel, L4)	"You've got the whole guest speaker programme which is helping them because it's not just guests about the topic it's guests talking about their route to the career. Including ex students who've been on the degree and I think that's really useful to hear about the industry experience and how well the graduates have done." (Teresa)	"Guests come in to talk about that bigger picture and make it a bit more real for them." (Ellie)	SIGNIFICANT OTHERS – EXTERNAL GUEST SPEAKERS
"You can study from lectures but actually hearing from somewhere else. I think it reinforces our learning again. I feel like it makes it easier for us to digest. Because say if a tutor explains something in a way that I don't really understand. A guest lecturer might explain in a slightly different way. So it's just that this is just another person telling you it." (Kyle, L4)	"Some [students] just sit there fascinated by someone in a position of power. You've got people coming from the football industry and you got people coming that work for the BBC and things like that." (Teresa)		SIGNIFICANT OTHERS – EXTERNAL GUEST SPEAKERS
"The guest lectures and lectures themselves have been helpful learning about it in the industry itself and different ones about what you know and what you should know before going into it" (Archie, L5)	"They need motivation I think and if they can see this person's got this job and this person was only in university a couple of years ago. They need kind of those role models. And that kind of to give them a bit of a spark I think. Because then they would then be more motivated to go out and seek an opportunity where they would perhaps develop those skills than if it was just us trying to sell it to them. I think I think guest speakers do have an important role to play" (Rachel)		SIGNIFICANT OTHERS – EXTERNAL GUEST SPEAKERS
"The guest lectures they don't get a feeling of you. They don't understand you that well. They're presenting for one hour you ask them one question and that is that it's more about them" (Michael, L5)			SIGNIFICANT OTHERS – EXTERNAL GUEST SPEAKERS
"High profile people from [named organisation] from [named organisation] and [named organisation] that was a bit more give you some insight insights about the practical world … The fact that they come from an environment where probably you or at least myself was ignoring a lot of things. And all of a sudden all those things they pop up and they get highlighted. And you think oh actually that's very interesting. And that's that's what I've enjoyed the most from the guest lectures they give you very good knowledge of something in a in a in a good depth." (Salvatore, L6)			SIGNIFICANT OTHERS – EXTERNAL GUEST SPEAKERS
"People sharing their experiences in football. I think that's one of the most important things. I quite like it when we've had ex students come in and they explain their pathway I think that's really interesting. And even though not even just students anyone who can explain how they got to where they are I think that's really important. And just sort of explaining what it's like out there. Because you			SIGNIFICANT OTHERS – EXTERNAL GUEST SPEAKERS

won't ever get a proper idea in the university from the other stuff we learn. I don't think until you to talk to people with that experience." (Stuart, L6)			
"[Guest speaker] explained to us the qualities you need for the job. And I realise I possess those qualities. So I think I could be good for it even though I need some training. Like I need to have some internship." (Mel, L6)			SIGNIFICANT OTHERS – EXTERNAL GUEST SPEAKERS
"Working with other people's fine with me. I think it's a good opportunity to find out new opinions on things. Yeah I mean it's and it's interesting not work with the same people and sometimes get too comfortable. You know working with people we know we might do the same sort of same sort of thing all the time. Whereas if you get new people you need to you need to put effort in because you don't know how they approach things." (Johan, L4)	"I think we can do our best. But that relies on the students engaging with us and the wider university engaging with us. And there's a lot of things that we can't control." (Teresa)	"I found that a lot more stressful than I think what it intended to be. It was a case of if the students weren't doing anything then we wouldn't hear from them and then you'd get to the next meeting and they hadn't achieved anything. And I sat there like why have I been spending I guess a lot of time you know contacting clubs for you and trying to get people to understand what your project is. I guess it was frustrating." (Ellie)	WORKING RELATIONSHIPS
"But I would rather be with people I already have relationships with." (Johan, L4)	"Sometimes I feel like we're wasting our time but if one or two students picked up on it then it's worth it. Sometimes I think for the other 90 percent who can't be bothered I'm like really we're doing all this to help you and you don't get it you're just ignoring it. But you can only do what you can do." (Teresa)	"There have been some good students. But they might be in a group of four or five others that weren't good. And it goes right back to what we were saying earlier about having the right people around you. Inevitably if you're the only one in your group that's doing the work and everyone else is even not contributing or saying don't worry about it it's not worth it to do it this way whether that that would impact on that individual as well." (Callum)	WORKING RELATIONSHIPS
"There's a good chance somebody forgets their laptop or somebody forgets a pen and paper and stuff and it's just like little things like that that set you back because you're not prepared and you've got to rely on other people." (Johan, L4)	"It impacts on us and our relationship with our partners as well. Because we can't always do things that the timescale that they want and they can't always do them at the timescale we want. And I think sometimes that can cause friction. So there's there's an issue there sometimes with friction between people. I think this causes some friction between teams." (Teresa)	"As practitioners it's a massive frustration for partners that want to work with the university because you buy into the university and expect you know to have access to every member of staff and department at the university. So if I work with the sports courses I expect to also work with journalism with media and so on. And then we think as well that if we work with you then we might get access to facilities but then we find out that facilities is a different department so we can't just assume that we have access and there are different people we need to liaise with. And so on paper and in principle a partnership sounds great but then you're faced with the reality. And that's what makes it difficult to see the benefit in continuing those relationships." (Callum)	WORKING RELATIONSHIPS
"For me the most important thing is if the person really passionate about his work and he is here really working. So yeah this is like the main character for me just now. If the person really wants to work. Yeah it's fine. If he wants to me do all the job or he doesn't want to just participate	"The problem I think we find is that there's so much out of our control. And in our heads. If we were in charge of everything everything would be running perfectly. But that's not real life. Because we're working we're working with [external industry partners] we're working with different organisations and it's insanely frustrating	"Links between different departments would be really good and to us as outsiders it just sounds so strange that there isn't that communication within the university to enable that to happen. And maybe that's where students are struggling to understand how to work in these environments because it's totally different in our	WORKING RELATIONSHIPS

just then sorry I want to try to find someone else." (Daniel, L4)	because all of a sudden a [external industry partner] could just drop off the radar. And then that's it, that's a project just thrown up into the air. And then you've got students who are really keen to do something and then you just need to find a way to find a new organisation for them. And then it's all presents an element of kind of disorganisation, which is completely unavoidable, unavoidable. I don't think the students see that. I think they just like. Oh, it's just badly organised. But that's real life. Like if a [external industry partner] pulls out it's unavoidable sometimes. Or if an event gets cancelled or whatever else like those things can't be avoided." (Rachel)	environment that you have to go out and speak to other departments." (Anna)	
"I don't think having a group project I don't think would help … It wouldn't really give us the same experience because we could just sort of like stay together and not really mingle and not get the most out of it. Whereas if we were all separate we'd have to talk to people. We would have to talk to we would have to be confident in groups on our own and handle maybe kids or maybe adults depending on what [external industry partner] you go to. I feel like the group learning wouldn't exactly help for the leadership." (Kyle, L4)	"They're forced to work as part of a team. To reach the outcomes that we're kind of we expect from them. But also with. We do lots of things in class which requires them to work as part of a group." (Rachel)		WORKING RELATIONSHIPS
"I prefer tasks that I'm comfortable with doing unless there's support there from the tutor. In which case I'd be happy to muddle through something as long as I was with people I know. Because then I'd have the confidence to ask other the people" (Kyle, L4)			WORKING RELATIONSHIPS
"At first it is a bit awkward because no one knows no one is brave enough to speak out and to open them to others. But as you get to learn to understand people more you'll get more closer. You get more connections because this is also linked to networking because you get to know people much more closer which is really valuable" (Michael, L5)			WORKING RELATIONSHIPS
"By engaging with the people working in the [industry partner] they are connecting with the students and they're making their experience better as well as the not only better but real life which for me I said that is the most valuable valuable of all. They're trying to. To get them to provide different opportunities like learning in clasrooms learning in real life and just mixing it. Finding the right balance." (Michael, L5)			WORKING RELATIONSHIPS
"All of the students I'm working with I have been able to know much more closely and I know that they are organised. When we say we're going to do something we're going to do it. Everybody is being responsible to do			WORKING RELATIONSHIPS

the role they have to the group that they're going to play. And everybody is doing what he is expected to do when he's expected. And all of us were engaged in the project. But as I was probably that's just how I see it from from others that they probably forgot their handbook and forgot to do the task they were supposed to do and. Yeah it depends on on the individuals in the group entirely. And I think that if one individual is not doing his job he's going to deteriorate the work of all the other members of the group" (Michael, L5)			
"It's hard with different people because different people work. Everyone works differently. Some people leave it to the last minute because their best work is when they're under pressure. And some people want to do it early and not everyone's on the same page" (Archie, L5)			WORKING RELATIONSHIPS
"You feel like you're doing even if you're not doing all the work you still feel like you have to do it all yourself and you're still guiding everyone. And for me I'm not that's not what I like doing. I'd rather be told kind of what to do and have a bit of a say. So it's a bit hit or miss. I mean mainly right now I'd probably say it does take away because you you feel drained after doing if you've done it yourself or it's supposed to be a group, there's six of you, you should be able to each complete certain things. So I do think it can add to it. But once you get to the point you're doing a whole lot of work that you shouldn't have that you don't want to do because it wasn't your job to do it in the first place. It takes away and you feel like you kind of take it lazily a bit depending on to each person. So I think it can either gain from it because you're doing extra work and you're trying your best or depending on how you look at you're annoyed and you don't want to. So probably a bit of both. Because you still want to do well. So. For me personally it takes away from it because I feel like I'm I don't want to do it at that point. You get annoyed" (Archie, L5)			WORKING RELATIONSHIPS
"As much as I'd rather be in the field with like with a group who I could rely on if they can't rely on them just the whole thing kind of feels man you're doing it yourself anyway. So and especially when you're supposed to be in groups you've got all this other work that you're carrying and having to keep an eye on. So I think if you're only letting yourself down you can do as much of it as you want and at your own speed and you're still learning valuable information its obviously all valuable. But I feel			WORKING RELATIONSHIPS

like it's with the screen and doing it yourself is probably better because you could be silent you've only got yourself obviously. So I know if I did poorly I only have myself to blame. This is where I could fix it. Where you might do really well in the group but the rest of them let you down. So I'd rather work on my own." (Archie, L5)			
"I think one of the things I think is you need to know that the people that you're working with are willing to work at the same level as you. And that's one of the biggest challenges I've found with uni as well. So Yes. Yes. It's important to do that as long as you know that they're willing to act to the same level. And so they've got the same understanding as you. I think sometimes it can be really a hindrance if you work with someone that if it was forced it could be an issue. I think if someone is really not bothered about what you do or doesn't care and you don't get on with as well I think that can be a big issue. But yeah I think it's more an upon yourself thing. But that doesn't really happen because everyone falls into the comfort zone and I do it myself as well. Unless you can find someone who is looking for the same kind of grade as you." (Stuart, L6)			WORKING RELATIONSHIPS
"It might be a bit nerve-wracking to do with people you don't know but it's something you probably like I was saying I wanted to do more of to put yourself out there and get into difficult situations" (Stuart, L6)			WORKING RELATIONSHIPS
"[Working with others] was something I need to learn myself. So it was challenging for my for myself as well. I had to I remember I had to talk to my manager about it and all the ways to manage people. How was the best way to like to encourage them to talk to them. You know what I mean? Like to try to push them. I don't know. I think there is never. I don't know it's always at work at school I think it will always be a challenge for everyone." (Mel, L6)			WORKING RELATIONSHIPS
"It was really challenging. It was the worst. I will always have a lot of I don't know. Because I am more mature in some ways than them. But I know not everybody's got the same response. And I felt I felt it was a bit hard to manage." (Mel, L6)			
"I've learnt from that, that I choose my group now. And I learnt that I don't like to work with people outside. I want to work with the people now that I know. You know what I mean. Like because at the beginning we didn't know each other in our first year. Second year we were getting to know each other. But at the moment that made me			WORKING RELATIONSHIPS

know about who do I want to work with who I don't. So I think picking the people you want to work with it will make it easier." (Mel, L6)			
"When we were working with [industry practitioners] we were working in groups. So you had the opportunity in those groups to do roles that you were more comfortable with. I think when you're going to speak to people as an individual you have to somewhat get outside your comfort zone." (Andrew, L6)			WORKING RELATIONSHIPS
"You don't necessarily know what each others strengths and weaknesses are so there's a lot of finding out to do. And obviously how motivated people are. How diligent they are and what they want to do. Obviously you don't know that until you meet them. I think sometimes maybe you've got a bit of a reliance on people who don't necessarily want to work as hard as you and then your grade can suffer as a result of that." (Andrew, L6)			WORKING RELATIONSHIPS
"Obviously if the rest of your group isn't working you either take on a much larger workload or you have to simplify the project. So that obviously affects your grade. But with regards to sort of how you get into real world learning in our first year I wanted to do quite a complicated project. I wanted to be doing. All sorts of stuff. And it wouldn't really of worked. But we never really got to explore it because the rest of my group didn't really want to. We went for a really simple project and it didn't work. And just by exploring a more complicated version we'd have learnt a lot more would have meant much more people. We'd have had a much more complete experience." (Andrew, L6)			WORKING RELATIONSHIPS
"There is a number of issues that they build up in my mind then. And you have to fight with them. You know the fact for instance that I'm that I'm older than [my peers]. It's not that I'm not that old. To be honest. It's just that you know it makes it makes your life not easier in that sense. Or the fact that I'm from a different culture as well. Most of the time. So at the end you find yourself getting along better with people closer to your culture. I guess it's normal but It's a constant challenge" (Salvatore, L6)			WORKING RELATIONSHIPS
"I think if you get the same message [about employability] from lecturers. And we do. But if you get that message all the time. You almost switch off to it. You recognise it's important. But you just go oh yeah. And forget about it. Whereas if you see someone come in from where you	"I think [students] get kind of a good a good insight into the industry from [guest lecturers]. I think they get variety. I think that's important for them. I think they get a bit bored of us. But I think more like because I think they don't all know of our career pathway. They don't know that we've sort of come from industry and we've had	"A lot of the stuff [students] ask about isn't really anything to do with our roles so there's potentially the perception of what we do as a role and what they perceive we do don't really matter" (Paul)	IDENTITY IN THE COMMUNITY OF PRACTICE

want to get to saying this is how I did it. You kind of have to listen." (Andrew, L6)	we've had all this experience. They just see us as lecturers. And that's kind of what you do. So I almost think sometimes when you have guest speakers in their word almost holds more merit. So I think that's that's what they get. They think oh this person is actually doing that job I want to do. And it gives them a real insight that perhaps they don't believe we have." (Rachel)		
"If you ask me what the member of the [industry partner] does I wouldn't know. I don't know what what's his what a day at the [industry partner] would be like for him." (Salvatore, L6)	"I don't think they necessarily understand that perhaps the complexity of the partnership. And obviously we sort of work with them and talk about all the kind of the importance of effective partnerships and things like that. And but I don't think we've necessarily ever said to them about kind of what it looks like and who is involved and how and what that looks like and how kind of the importance of each cog plays in sort of making it work effectively." (Rachel)	"I'll be honest I think sometimes from an academic level there's a rose tinted view of what practitioners do. And that maybe because they haven't worked in industry or maybe because the industry has changed since they've worked in it. Or it may be just that everyone does look back on things with rose tinted lenses sometimes. And so sometimes an academic's expectation of what we do compared to what we have time for is very different. And there's a need for greater understanding for example in terms of how sports differ and how particularly football is different in terms of the delivery structure … And where I think sometimes we have struggled with the course and pitching the delivery is getting students to understand what does the [governing body] do and how does that impact on what we do." (Callum)	IDENTITY IN THE COMMUNITY OF PRACTICE
"I think the fact that I don't know their role. I don't know whether. I feel that I am far away from being able to cope with that role. For instance. But probably hasn't done anything more than me in in six months. You know I mean that once I finish the course I would have the same same qualification that he does. But because I don't know I think that he has done a lot of experiences and I'm not even I'm nowhere close to to what he has done." (Salvatore, L6)	"We're facilitating [employability] not necessarily teaching it" (Teresa)	"[Students] don't seem to grasp what we're there to support with. They don't seem to understand that we can't help them with their assessment. We can help them understand what's going on industry so that's what they need to use us for. I think that's the biggest thing is just trying to get those communication channels working effectively with everyone knowing what their role is" (Paul)	IDENTITY IN THE COMMUNITY OF PRACTICE
"I want to have a glimpse or a better understanding at least of how they [guest lecturers] what first of all depending on the field that they work on but to have a better understanding of and a better idea of what kind of work they do and what that requires and what are the skills and how and what what they do in that field" (Salvatore, L6)		"It was a case I sensed they might be too worried to keep messaging me because they felt like they were bothering me. Maybe that's the nature of my role and other [practitioners] are busier. I think it comes back to that two-way process of I was there to help them and I thought I made that clear to them and that whenever they needed to contact me please contact me. Sometimes it was like the students might be a bit reluctant to contact me because they feel I'd be too busy or I maybe wasn't chasing them because they had other priorities and things like that. So they could have got a lot more out of me I think." (Anna)	IDENTITY IN THE COMMUNITY OF PRACTICE

"It's going to give us more of an understanding of what it's actually like to be a worker and not just a student." (Kyle, L4)		"When I reflect on that now maybe I was a bit unsure of what I was even doing. But that was down to me you know to teach myself beforehand as to what its all about what's required of me." (Ellie)	IDENTITY IN THE COMMUNITY OF PRACTICE
"It's not only about you. You're part of something bigger. And you need to realise that." (Michael, L5)		"When I first started on the programme you are pretty much at the deep end. There's not always necessary learning and understanding from the [practitioner] of what's expected of them and what needs to be done." (Paul)	IDENTITY IN THE COMMUNITY OF PRACTICE
"I think that when you get more involved in the conversation and into the project and you get more insight into the projects and you feel like you feel like you're playing a more important role and that the work that you're are doing is important and you feel more. Probably you feel more responsibility towards what you're doing and you're able to share your ideas with them and hear what they think about it and just get feedback. " (Michael, L5)		"We almost need to have regular meetings with all staff at both the university and practitioners rather than just one person liaising with one other person then things being disseminated. So that way we'd know exactly what we're doing exactly what the students are like and exactly what's expected of each of us." (Paul)	IDENTITY IN THE COMMUNITY OF PRACTICE
"It's much different university from high school it's similar where you got the respect sort of thing but here it's like these people control my future. If I'm not nice them or I don't show up or something they're not going to care because it's at your upper level where I'm paying however much money and like this is make or break sort of thing. So I want to come across as kindly and respectively. I don't want to come rude because you never know how people respond to certain things you say or how certain things are taken." (Archie, L5)		"We're not teachers. We're not lecturers. We're constantly questioning ourselves as well. You know whenever I give a guest lecture I'm not sure if what I'm doing is right. Have I engaged the students. Am I pitching at the right level? Am I getting back what I want? Whereas [tutors] do it on a weekly basis so they're constantly learning constantly evolving. So there's that element as well. We're trying to do something that we're not trained for." (Callum)	IDENTITY IN THE COMMUNITY OF PRACTICE
"You feel that there is still a little gap between you as a student and them as a professional. And that gap prevents you to interact the way probably it should be." (Salvatore, L6)			IDENTITY IN THE COMMUNITY OF PRACTICE
"I think in a certain way I think that it's there is some kind of jobs they're very unknown to the rest of people. So the [industry partner] it has got it covers loads of things in the football industry. So you can only guess a few bits of it but most likely you will miss the 90 percent of the work that they do. And and then when when somebody from the [industry partner] shows up you think what does he do? He might have done either I don't know a very specific might have had a very specific path in his mind in his life to arrive to a level where he's doing what he's doing. So it kind of creates a separation" (Salvatore, L6)			IDENTITY IN THE COMMUNITY OF PRACTICE

RAW DATA EXTRACTS			BASIC THEME

STUDENT	TUTOR	PRACTITIONER	
"I think it's more a perceived gap. But the problem is that that if its a perceived gap with people that at the end they are like I said they have the same qualification as you. Then when you try to imagine the actual gap between the people that they are at the top of the pyramid of the [industry partner] then it becomes impossible to reach them that kind of that kind of level. And that kind of demotivates you a little bit." (Salvatore, L6)			IDENTITY IN THE COMMUNITY OF PRACTICE
"I think it could be possible a lot more to start this connection between students and [industry partner] and the university could provide a little bit more the path that connects both both sides in order for the students to feel more more closer to to what the [industry partner] is doing as well. And to have to have an idea a better idea. I still I imagine that they do a lot of things but I still don't know what they do. It's crazy. They do a lot. But I still don't have the idea what. If I if I have to go and get employed by the [industry partner] what am I going to do? I'm not sure what job role could I apply for?" (Salvatore, L6)			IDENTITY IN THE COMMUNITY OF PRACTICE
"You need that sort of organisation first to back you up. And if that project wasn't backed up by [industry partner] it wouldn't have made sense." (Mel, L6)			IDENTITY IN THE COMMUNITY OF PRACTICE

PHASE 2: PERSPECTIVES ON RWL THROUGH THE LENS OF ACTIVITY THEORY

ORGANISING THEME (2) – TOOLS

RAW DATA EXTRACTS			BASIC THEME
STUDENT	TUTOR	PRACTITIONER	
"Guest lectures they come in and we can ask questions. And then we have an opportunity to afterwards like connect with them." (Johan, L4)	"Some of them just sit there with their mouths open in their sessions. They take nothing employability wise out of it. They literally just want to ask questions about experiences. What did you do when you went to the World Cup? What did you do with this? They're not particularly insightful questions." (Teresa)	"How do you answer the phone? It's a lost art isn't it? And even emails is a lost art apparently." (Callum)	LANGUAGE FOR THE WORK ENVIRONMENT
"I sort of like applying what we've learnt to an actual thing we'd do. So it makes more sense. It's sort of like doing the practice versus the theory … It would really sort of step out of the classroom and step onto a workplace. And it would really sort of give you skills I don't think you can	"Students get given email addresses and then they bombard people with emails and they're not appropriate. They don't write the right things. They're very pally with them and call them buddy and mate and everything else. So I think the guest speakers want to engage with them. But it needs something at the end to not just go there's	"Getting different organisations to come in. So the organisation will come in talk about themselves and talk about some issues that they're facing and then give students the opportunity to then reach out to those organisations and work with them. So I think it's having something where you can introduce students to industry	LANGUAGE FOR THE WORK ENVIRONMENT

learn in a classroom. I think you could only learn through experience." (Kyle, L4)	their email contact them. We need something where we go right this is how you're now going to use this to build your employability." (Teresa)	professionals and then give them the opportunity to then go out and build those. And again it's providing an opportunity. And what they do with those is up to them." (Paul)	
"Mostly our tutors like to vet the questions so we have to send them in advance. I understand its because he is probably a very busy person. But I feel like the questions my tutor might pass on might be changed in a slightly different way from what we actually want to know." (Kyle, L4)	"Half of them they don't read their emails they struggle with e-mail communication" (Teresa)	"I think [project work] gives students the opportunity to make contacts to network to gain experience to all the things that we sort of spoke about that are important to for employability. And it gives them those opportunities to do that. And whether they do that or not or whether they take the ownership of that is different. But it definitely gives them that opportunity ... Gives them the opportunity to hone in on those people skills that are very important. So understanding that there are a lot of different people out there and you have to adapt how to communicate with different groups." (Paul)	LANGUAGE FOR THE WORK ENVIRONMENT
"It's just two different things. Being able to do it on paper and actually being able to do it in practice ... And I feel like I would not so much learn more. But just reinforce it a bit better." (Kyle, L4)	"You've got all the voluntary activities that we offer that students can take up which helps them with employability" (Teresa)	"You get those students that are more proactive and more keen that would make that communication in between. Then you do get some that would know that we're in the next week to try and make communication. And then you'd also have groups that you just wouldn't hear from and then in the session that we come into you'd tell them what they need to do and they just wouldn't do it so then the next time you just have the same conversations this is what you need to do and you'd just get nowhere" (Paul)	LANGUAGE FOR THE WORK ENVIRONMENT
"Being a learner I'd say it's it's slightly more acceptable to fail and more acceptable to make mistakes are more acceptable to like not understand" (Kyle, L4)	"[Practitioners] come in and do the guest lectures or come in to offer tutorials and then we quite often have students saying I've tried to contact my [practitioner] and I can't get in touch and it's kind of almost a disconnect between what happens in the classroom and then actually getting the support afterwards. And we kind of market them as a support mechanism for the projects but I'm not sure the students actually necessarily get that sometimes. So I'm not sure that that channel of communication is necessarily there. And I think that's probably cause they have always been so busy. You want students to engage with them directly but it's almost as if they need to have a way to engage with them that we can monitor and keep an eye on because I'm not sure sometimes that the students communicate properly. So in that respect I think there maybe is a bit of a disconnect ... We need everyone to re-engage and that also includes the students." (Teresa)	"In terms of when students are working on projects and wanting to reach out to us for advice sometimes the communication you get from some of the groups not all of them is not necessarily what you'd expect. And I think a lot of the time its to do with when uni work needs to be done or when they haven't done something they should have done and then they need help. And it's just like making excuses rather than being honest." (Paul)	LANGUAGE FOR THE WORK ENVIRONMENT
"We will see like a lot more problems than we would see just sitting in a seminar or in a lecture. Yeah some	"When we've done the ▮ projects when they've had to communicate with external partners and we've had to	"The students I've worked with have been quite proactive. But maybe my groups were slightly more	LANGUAGE FOR THE WORK ENVIRONMENT

problems because we will face these real life problems and we will see how like how everything is built where is some benefits where is some problems how do people try to solve these problems" (Daniel, L4)	they've had to go and out into the community and deliver projects and things like that that's possibly some of their first experiences of communicating in a professional manner. So I think kind of the way in which we have. Tried to instil in them about kind of those what what the expectations are in terms of behaving in a professional manner how to communicate. Because if we if it was left down to the students they probably just send a text somebody. So I think making them aware of how to send a sort of a well-structured email or. How to behave in a professional manner when you're you're kind of out in the community or you're working with different participants or you're working with different partners. All those kind of things. I think that's a really important way that we are able to develop communication. And that's always worked quite well I think. And the students having done that for their first and second year come away. Feeling a lot more confident and so the way they will then talk about their project with their partners is very different. They're very confident about kind of who the person is they're working with and oh we've been liaising with this person" (Rachel)	proactive because I had reassured them and that I'd honestly got time for them" (Anna)	
"My opinion is that the more challenges you will face now and the harder it will be now the easier it will be like in real life in the real working environment. And you need to make faults now and be prepared for them. So different situations. To be confident and be sure what are you doing when you get a real job when there is no possibility to make some fault and it costs money" (Daniel, L4)	"Things like presentations to external partners for instance. That provides a good opportunity for students to to present to someone other than ourselves and their peers. And sort of makes them consider or perhaps the language that they use or the way they communicate" (Rachel)	"As you go up the chain that communication still becomes more difficult. I don't think your line managers really completely understand what the programme is or how is operates and this makes it difficult to have conversations around expansion of our involvement to other departments. It doesn't always connect up." (Callum)	LANGUAGE FOR THE WORK ENVIRONMENT
"Real life learning is the practical sessions ... Of course listening is also one way of learning. But I think that practical doing practical learning is probably the most valuable one and the most important because everything that you do just sounds more when you go into the future you won't make the same mistake. Just doing these things you know that you won't repeat them ... I believe that you learn better by doing it yourself and making a mistake and just learning from that mistake and not repeating it again" (Michael, L5)	"How to ask questions. I think that's one of the most important things. Because they just don't know what questions to ask. And that's an issue in itself that we if we do have a guest speaker in and things like that we say have you got any questions and they would just sit there in silence. But guarantee that they they will they will they will have questions they just don't have the perhaps the confidence to ask or they're afraid of sort of feeling kind of silly about the question that they're asking. So. I think. Just just kind of having that confidence I think and knowing that they whatever they ask. Someone's not going to laugh at them and say oh what a stupid question that was. Because because industry professionals come into that environment they know that they are students. They're not coming in expecting them to be professionals" (Rachel)		LANGUAGE FOR THE WORK ENVIRONMENT

			LANGUAGE FOR THE WORK ENVIRONMENT
"I think most people would rather be actually doing it themselves. Because then it might be. I experienced this myself so I'm retaining information better. So I think it's better for just being hands on is just a better way to do it and remembering information like that. So I think being in the field provides a better experience than being online reading from a screen." (Archie, L5)	"With the industry contact they are gaining experience of kind of a form of networking with industry professionals. And they also they're sort of starting to learn the skills of and expectations of professional behaviour. And then the long term outcomes I think is that they're almost able to build on on that network whether it's through a job opportunity or even if it's through a reference that that student has kind of built on those opportunities of creating a network. That they can then seek employment following" (Rachel)		
"I think for me it'll be something that sticks with me in the long run that I can say. I worked with the [governing body] the [industry partner] to do projects ... and also good for your CV and you say hey I did this." (Archie, L5)			LANGUAGE FOR THE WORK ENVIRONMENT
"There's a whole project the [named initiative] going to the actual event itself and like seeing the different perspectives and be like that helped me communication wise talking to these people and getting an idea a sense and how. Because everyone's different everyone works in their minds sort of thing. Someone's thoughts. I think that helped as well." (Archie, L5)			LANGUAGE FOR THE WORK ENVIRONMENT
"I think when it comes to work with the [industry partner] we're quite as a group we're on the ball and we are always kind of responding. And I think with them we're much more we're more punctual more astute with them and how we interact because that's where some of us are. I don't know where everyone wants to go but the [governing body] is a big part of the industry. So I think and then with university it's kind of seen as a school work I can do later. They're kind of they're stuck with me." (Archie, L5)			LANGUAGE FOR THE WORK ENVIRONMENT
"You could definitely see the real life struggles that they would have as a local [industry partner] ... And it's definitely quite eye opening ... In theory that's great but when you actually put it into action you can really kind of see why they might be struggling and how hard it is" (Stuart, L6)			LANGUAGE FOR THE WORK ENVIRONMENT
"Sometimes it took a while to hear back. I remember one time I had to chase up a couple times and I was waiting about 3 or 4 weeks to hear something from him so I don't know if he was always busy or whatever. I think that was sometimes an issue" (Stuart, L6)			LANGUAGE FOR THE WORK ENVIRONMENT
"Speaking to [named practitioner] and people that work in the industry again just really the practice of having a contact there we could ask him a lot about what was			LANGUAGE FOR THE WORK ENVIRONMENT

going on and speaking quite closely to him. And. We had to update him on how it was going and stuff like that I met him a few times. And just feel that's very synonymous with many businesses having to meet up with someone someone higher up to tell them how it's going. So I think just getting into practice of that kind of stuff was very helpful." (Stuart, L6)			
"I think the project has pushed us more to to develop our skills you know has awakened us has wake us up more. And in terms of dealing with [industry partner] it has shown us how to do things like in a more mature way." (Mel, L6)			LANGUAGE FOR THE WORK ENVIRONMENT
"Well it has given me a lot of experience and has taught me how to deal with with that type of organisation. When it comes when the time comes or when I'm looking for a job or yeah. Or if I want to work with them how I will have to act I have to perform." (Mel, L6)			LANGUAGE FOR THE WORK ENVIRONMENT
"I remember I asked for my mentors WhatsApp and I never got it. So the only way to communicate was either through e-mail or things like that. I would recommend for example like I normally make a group when our group WhatsApp when I have a project or whatever. You know for work. I think it's an easy way to communicate and share information all the time. It's something really immediate" (Mel, L6)			LANGUAGE FOR THE WORK ENVIRONMENT
"I feel like communication from one source to the student is always good. You can send an email off to somebody and you'll always get a response and it's fairly punctual when it's relevant to what you're asking. I feel like sometimes as a sort of triangle if you like it's not always joined up. So your lecturer may not have been aware what a [practitioner] said and they might not be aware of what the lecturer said and as a student you're just kind of trying to pass all the information between them sometimes." (Andrew, L6)			LANGUAGE FOR THE WORK ENVIRONMENT
"I think you learn more [from industry practitioners] of what's expected in a working environment. What the sort of day to day roles are. And then you may think oh I didn't think that that job that job entailed that skill set. And you may either think yes I want to go and work more myself and get better at those things. Or you may change your direction and look towards a different career." (Andrew, L6)			LANGUAGE FOR THE WORK ENVIRONMENT
"We as students all get the experience of when we first arrive a very structured introduction to working in a real			LANGUAGE FOR THE WORK ENVIRONMENT

world setting. Whereby we're given a project we have to work on it and then now progressing into my third year. We're now doing it but in a much more independent manner where we had to create one and set it up." (Andrew, L6)			
"I feel like when speaking to others bit more about listening and taking on other people's opinions I feel like it will that will be the main thing which we improve. I feel like it'll be a very valuable skill once you get into a job and you're working within a big team on projects and. Whatever else you know." (Johan, L4)	"I think a lot of those guest speakers particularly the ones that haven't come through university it's more about the topic content and then more about the added value to the degree. I'm not sure what worth there is around employability. Apart from people then get an understanding of what the jobs are about. But it's often quite unique jobs that students wouldn't necessarily go into. So some of the guest speakers are more about just making the course look good." (Teresa)	"[guest lectures] gives them that awareness of the different pathways routes and opportunities in the industry rather than having that very narrow minded view of what they think sport or football is about." (Anna)	OTHER SUBJECTS AS MEDIATIONAL MEANS
"He's [the guest lecturer] gonna have a lot more knowledge than us and given and he's given us the opportunity to listen to him. And if we have anything else to ask him or about opportunities that he might be able to give us it's giving us that chance" (Johan, L4)	"I think there's a fascination [with guest lecturers] that makes students want to go and maybe learn a bit more hopefully. Kinda see some of the guest speakers like role models. I think probably the more powerful ones are the students that we've had that have graduated and gone and got jobs in football and are doing really well because that gives them a certain amount of empathy with the current students who understands hang on a minute that person was where I was and now look where they are. So I think that's probably got a bigger impact on employability and learning. Than the guests who are working in high profile positions but didn't come through university" (Teresa)		OTHER SUBJECTS AS MEDIATIONAL MEANS
"I think if there wasn't the opportunity to learn from people who who work within football doing different things from marketing to player development if there wasn't that opportunity it wouldn't be much of a partnership with the university" (Johan, L4)	"I would say you learn something new every time from the guest lecturers. They're always quite similar but there's always something new comes out of it. And they often spark ideas of other things that you could do." Teresa)		OTHER SUBJECTS AS MEDIATIONAL MEANS
"We have some seminars with different tutors when you can ask a question to ask them for an email. They then contact them later." (Daniel, L4)	"It gives us a wider network of people. You make further links once you get to talk to people. And with the people that come in and do the guest lectures the more they come in the more you get to know them the more they open up with you and the more you then get invited to other things where you meet other people. So I suppose the biggest thing probably is networking and creating more of an opportunity for us to use different examples of different people and run more workshops and pick up more bits and pieces of knowledge." (Teresa)		OTHER SUBJECTS AS MEDIATIONAL MEANS
"Someone might experience something completely different to someone else. And then the person who's in the seminar who completely different experience. They	"Because of the link with the [industry partner] and the [governing body] they're getting the most contemporary up to date information about the topic. Quite often		OTHER SUBJECTS AS MEDIATIONAL MEANS

could also use that in their next session so they could build a broader understanding." (Kyle, L4)	before a lot of other people have got it. Because we've got really good staff links." (Teresa)		
"I also think you learn a lot from guest lecturers because like I said it's something they are actually doing like right now. All that. Yeah. It's that job right now. So they are the best person to ask because it's what they get paid to do. So I don't know and obviously I'm not questioning anyone's understanding of the topic." (Kyle, L4)	"being in contact with the [industry partner] and external partners we find out all the things that are going on in our local community. So I think it's very easy as an academic to come out of touch with what is going on basically. So not knowing for instance what the priorities are in terms of delivery for a [industry partner] we're always aware of that because we work with them. And working with local partners we know lots of different projects going on and we can then talk about those and give those as examples in lectures and things like that because we have that kind of knowledge. So opportunities do arise and obviously people want you to get involved with things and if the right opportunity sort of came about which I was interested in wanting to do I would. But for me it's more it's about knowledge I think and being able to kind of stay current. I think that's the most important thing with course is that it's very easy to become outdated. And I think because we know what is going on we're always we always have those examples to give or kind of the up to date information." (Rachel)		OTHER SUBJECTS AS MEDIATIONAL MEANS
"So it always just opens your mind. Offers you different explanations and different opportunities and I feel like it is really good to get guest lecturers to do that." (Kyle, L4)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"The project which we were involved with with the [industry partner] which is I don't know how to say it but here I am talking personally because I know the things here [my home country] you can't work with the [governing body]. There is absolutely no way you can get in touch with them. And for me that has been really really interesting in innovating and providing with experience and insight into do what is done and I better understand now I better understand why everything is done. I know the reason behind every single project and why this thing is done. So before I knew it existed. But I didn't have any idea why." (Michael, L5)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"In the guest lectures, you're standing there. Yes, you can learn. You can learn a lot, but it's not practical" (Michael, L5)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"The guest lectures are also different because it's a one way conversation. You can ask some questions but you don't get involved that much in the conversation. So you can ask one question. But being. And engaging in a more			OTHER SUBJECTS AS MEDIATIONAL MEANS

deeper conversation is going to be much more valuable for me." (Michael, L5)			
"It's beneficial to have the experience and have that knowledge to know this is what they did. I can take elements of that, but not all that's going to be relevant to today." (Archie, L5)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"With the guest lectures because you get those you might be able to get these connections" (Archie, L5)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"That contact is good because if you if you do a good job you can have a reference and then you go in your job and say I want to apply here. Here's one of my contacts the [industry partner] says you can use them as a reference and then they can say oh yeah a great worker or whatever about that person." (Archie, L5)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"For me as a student I'm learning first-hand from the industry I want to work into. But the [industry partner] was a big part of that industry itself. So I think it's good to get those skills and stuff." (Archie, L5)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"It gives you someone you can learn from and who can help you because if you have questions [named practitioner] is there to help. And as well with the project team she was there kind of guiding us what we need to do what we need to know. So I personally I guess for myself I learn better from learning from others and watching people. So getting information from her and what she does and how she runs it is a good for me personally. So I think you can. It's almost like a mentor someone who's kind of teaching you." (Archie, L5)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"Using us as a project and as a tool to be able to help the community and has made the football community mainly and there around. You're being a leader to other people and you trying to help pave the way for the future" (Archie, L5)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"[Named practitioner] is kind of leading us where she might be doing it herself and trying to get volunteers where we've been given the chance the opportunity which is a privilege to be able to help and to do this and get experience ourself. Because the [industry partner] could say no thanks we don't want you or whatever. So they're giving us the chance." (Archie, L5)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"For [industry partner] I think short term they might get that insight into what other people are thinking. So some people in business can have tunnel vision. I mean when everyone's working in the same environment and brings the same stuff but if they take an outsider view it might			OTHER SUBJECTS AS MEDIATIONAL MEANS

RAW DATA EXTRACTS			BASIC THEME
STUDENT	TUTOR	PRACTITIONER	
be quite thought provoking to think what other people think who are from outside the business. " (Stuart, L6)			
"[Practitioners] have a knowledge that goes a lot more in depth of very specific job roles and so you can actually ask questions and you are nine times out of ten you you get an answer that is very comprehensive. " (Salvatore, L6)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"[Practitioners] give us guidance. They give us support. And what else do they give us. I don't know. They give us guidance. And how to. Yes. And how to how to do the action plan. How to do the first step the second step you know. They gave us the links the contacts. There's some networking as well in there." (Mel, L6)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"When we were working with the [industry partner] that was brilliant because we sort of understood what the reality of actually working in football is like. And you sort of branch out and see all the different areas you can work in." (Andrew, L6)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"Guest lectures. And they'd come in and you had the opportunity to ask them about what they did. Network with people to a certain extent" (Andrew, L6)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"It's not just obviously meeting those lecturers. It's who they know. And you can network just through lecturers in general. They know people think. I did something through [named practitioner] who was at the [industry partner] and through him I got to meet a guy who worked at the [named organisation]" (Andrew, L6)			OTHER SUBJECTS AS MEDIATIONAL MEANS
"I made an effort to get to know all the people in the [industry partner] who were working with [named practitioner] our mentor. So I used to chat to him quite a lot in regular e-mail contact. And we used him as an opportunity to go and meet people externally." (Andrew, L6)			OTHER SUBJECTS AS MEDIATIONAL MEANS

PHASE 2: PERSPECTIVES ON RWL THROUGH THE LENS OF ACTIVITY THEORY

ORGANISING THEME (3) – RULES

RAW DATA EXTRACTS			BASIC THEME
STUDENT	TUTOR	PRACTITIONER	
"It would almost feel like you've got a lot of deadlines. You've got all the work that you need to do and you've got some volunteering that is volunteering but its	"I don't think we have enough time to do things. Definitely. Because there's only so much we can do within the academic calendar. The academic week.	"I wouldn't say I've ever created anything for the sake of creating it because I just wouldn't do that I mean I wouldn't bother. But it's like you do need to have the	ENVIRONMENTAL INFLUENCES

mandatory. You need to do the volunteering but if its volunteering it shouldn't be mandatory. It should be fun. And then you're going to go in with the wrong mindset if you were forced and you had a lot of busy schedules as it is. And then you're not going to enjoy it and not going to gain what you should out of it is going to be more of a sort of like a burden and more sort of like a chore than anything else." (Kyle, L4)	There's only so much you can do to get them engaged in it. And it's really difficult to try and embed specific focus on employability to teach them actual employability within other modules because we're trying to teach them the module content. It's almost like you need to have a separate employability module." (Teresa)	understanding that the projects may or may not work for whatever reason. But if they do they'll be amazing. It'll give a platform for other groups to take on and develop further or potentially for that to evolve into something else. But at times it was like okay what do I need to achieve? How can I potentially maximise what I wanted to achieve this year? What projects can we potentially do that if they run then brilliant it's amazing. If they don't it's going to have minimal impact." (Paul)	
"I think that it probably is enough time to do it but it just seems quite daunting when there's a lot on" (Stuart, L6)	"But I think the time restriction and the way that the university has the metrics you have to do something. And the more you offer. And that's the thing is if we offered one thing and we did it excellently not every student would react to it because they don't all want one thing. They won't all recognise totally taking the stuff across. So the encouragement from the university is offer them as much real world and employability as you can across every stream. And that then creates more work and creates almost. Not a dumbing down. But you have to spread yourself more thinly and do things across a whole range of things instead of putting all your eggs in one basket. So that has got to affect the quality of it. But you just don't have the time. And students don't engage because not all of them want to do that. So it has to affect the quality of it. So yeah it does affect the quality of it especially with the metrics because you're almost working to what you have to do rather than what you want to do. And I suppose there's a sense of survival and your job survival out of it. If you don't do that and you don't do a good job you're at risk. Because you've got objectives you have to meet and you've got targets that you've got to meet." (Teresa)	"My own personal projects are basically split up into two categories. There are projects that are already being delivered but need staff need a workforce to facilitate further. But it only demands facilitation. They'll still run without the students. Because I need them to. So I've factored that into my role. But it's more about maximising a projects' potential with the students." (Paul)	ENVIRONMENTAL INFLUENCES
"It's no additional workload. It's just a different style of working. So I don't think we ought to work any harder. In fact I think it's quite refreshing because you're not sat in front of your laptop all the time. You can be proactive and go out and do things." (Andrew, L6)	"Workloads. The pressures of workload. The pressures of having to try and fit things around other things and make them all work together. So not necessarily workload but trying to juggle kind of what's going on in one module compared to the next module. For us trying to keep the continuity between the three years of study can be a short term impact on staff. You've got the marking." (Teresa)	"There are projects that are not going to affect whether I hit my targets or not because I'm going to make sure I hit my targets elsewhere. But if the students can run something additional like a [named initiative] if they can run or do something else then again that gives me the opportunity to maximise the KPIs." (Paul)	ENVIRONMENTAL INFLUENCES
	"We've all got different things in our workload. We've all got different priorities. And so I would say for me one of the problems I have is the majority of my workload probably 85 percent of it is course related rather than module related. So for me actually it's very difficult to	"I think there is a kind of culture across different industries. And sport and sports development is a relatively young industry. You know [similar industry partners] have only been professionalised for like 10-15 years and before that they were volunteer organisations	ENVIRONMENTAL INFLUENCES

	even just run the module because I'm trying to run the module on top of all the other rubbish I'm dealing with. And almost sometimes a module becomes an afterthought." (Teresa)	and a lot is still catching up in a lot of ways. Whereas say the media industry is well established and it's well recognised that you might need to work for free to get a paid job at the end of it. And so there's a willingness and there's a good understanding of the students that go into those courses perhaps that they need to go out and connect. They need to network. They need to make the most of those opportunities. When they meet people they need to gain additional experience outside of what they do in order to build that portfolio literally of work that they can then show when they apply for a job. And perhaps within the sports industry or football industry we're not there yet." (Callum)	
	"We have quite a tight timetable. So it's trying to sort of fit them in around core delivery I guess." (Rachel)	"To take people on short term placements is really difficult because the amount of time that it takes to get people up to speed makes at times can make the placement pointless to both parties really. And a more work to get someone to do something than it is to do it ourselves. And we're in an industry where we are time poor. That's a real issue that's a difficult thing to overcome." (Callum)	ENVIRONMENTAL INFLUENCES
	"Again one of the barriers is the university regulations and what they'll allow us to do. Because I think. We base their assessments on the project work that they're doing and and that's all great. But. We don't necessarily. We don't. There's nothing saying if you do a really great job in your project. It's almost disappointing that we can't reflect that in the grades and equally those who have done a terrible job with their projects. That's not reflected in their success. So I think 100 percent that it's there's definitely a way we could incorporate that within their grading criteria in their consideration. I think the university want to show themselves to be inclusive and that everyone has the opportunity to pass. Even having the placement attached to the assessment I think everyone will have the opportunity to pass because everyone given a project. But there's also too much of a risk that a higher percentage of students could fail. And the university obviously don't want that." (Rachel)	"One of my former colleagues and some challenges he had with the students and he said that one particular group of students just seemed to always say they'd got exams coming up or coursework and therefore they couldn't do the project work and so on. And I think that just really emphasises the attitude of some." (Ellie)	ENVIRONMENTAL INFLUENCES
		"From my perspective there's always that element of risk. As a person that writes the operational plan. We have to allocate work to these people so we have to do that under the assumption that we're going to get a certain calibre of individual. So there is a risk that that might not happen. " (Callum)	ENVIRONMENTAL INFLUENCES

		"When the [governing body] makes decisions about which programmes to push like the [named initiative]. That has a knock on effect on our priority areas and the aspects of each [practitioner's] work that will deliver the greatest return on time investment. So I think the [governing body's] KPIs have in recent years shifted. The workforce is more or less already there. And although we could still work in education and community settings we don't need to if we channel our efforts into meeting KPIs through [other areas]" (Callum)	ENVIRONMENTAL INFLUENCES
		"The nature of the industry is that if you don't hit your targets you could potentially lose your job. So that is always at the back of the mind of any [practitioner] so they have to sometimes make decisions around what you put into different areas and there will be some programmes where you've tried to get a project off the ground and you have to eventually just say that's not going to work. I need to put my resource in something else. Maybe that happened with some projects and if you are lucky enough to only manage one project or two projects then you can obviously provide more in terms of time and energy into it" (Callum)	ENVIRONMENTAL INFLUENCES
"They must have organisation issues. I don't know. Probably because of the lack of organisation." (Mel, L6)	"I don't actually think we get enough support from the university to do it either. I think we've got an employability team we've got the graduate schemes and we've got all of these volunteer workforce schemes. But they don't engage with us enough and they don't. I think what they offer is very generic. And they don't have the ability to work with us football because what we've got is very specific. So it's almost like we need a module on that to have the time to actually do it properly." (Teresa)	"With the larger student numbers there was a demand for more projects more staff." (Callum)	ORGANISATIONAL STRUCTURES AND LIMITATIONS
"They kept changing our mentor. Ours changed a couple of times" (Mel, L6)	"There's really poor attendance when they've got so many assessments. And they will have heavy times of year. I think there is also academic burnout in terms of they start the year with a high but as they get towards the end of a term it's been a long haul term" (Teresa)	"We've experienced high staff turnover which hasn't helped with consistency." (Callum)	ORGANISATIONAL STRUCTURES AND LIMITATIONS
"if I had something to say about it between the [industry partner] and their support like they should be more organised in terms of for example or myself I think I'm more active, for example and somehow I will know what to do. What was the next step to do? ... I don't think probably they don't have the tools they don't have the staff" (Mel, L6)	"I think there are events at the university where students are required to kind of mingle and sort of mix with industry professionals. And I think. Things like that. We don't do enough of those things. So I don't think I think. They seem there more one off events really I kind of so they're not necessarily a structured part of perhaps a programme. But I think it also comes down to who is organising things like that because again like I've said has	"I do think the numbers got a little bit out of control over the time and it diluted the message in a number of ways in that we had to keep thinking of more and more projects. So we were you know we were creating projects for projects sake. So therefore the quality of that project the content of that project wasn't that good on occasions. And that's partly because of the numbers and partly because of the return on investment of time	ORGANISATIONAL STRUCTURES AND LIMITATIONS

	somebody who's got the contacts that can kind of create these kind of events" (Rachel)	wasn't high enough to continue to push that investment of time into them." (Callum)	
"We didn't meet very often. Once or twice [practitioner] he wasn't there he couldn't come." (Salvatore, L6)		"The size is an issue. I feel that we can't really produce enough projects of substance to meet the needs of the number of students involved. And that then results in the students not being engaged in the projects combined with the fact that some of them simply don't want to be there. That makes it difficult. And then you get demotivation on both sides." (Callum)	ORGANISATIONAL STRUCTURES AND LIMITATIONS
"At the end I remember that one of the last time that we we met it was more focussing on how to get things for the assignment done rather than the actual thing." (Salvatore, L6)		"I can also comment on issues around high turnover of staff because I know that in the space of a year some student groups would have had up to three different practitioners working with them and that was I guess led to problems with internal communication and knowing what's going on. Like the case with me how I said that I didn't really understand what I needed to do and what the students will get out of it" (Ellie)	ORGANISATIONAL STRUCTURES AND LIMITATIONS
		"Because there's at times there's a big gap in between us coming in and seeing the students and turnover of staff can happen during that time so that's always difficult and it means that at times certain groups of students are back to square one." (Paul)	ORGANISATIONAL STRUCTURES AND LIMITATIONS
		"If we were able to work with smaller groups or less people less projects then maybe we'd be able to transfer some of that confidence across and spend more quality time with those individuals and actually mentor them" (Callum)	ORGANISATIONAL STRUCTURES AND LIMITATIONS
"We have modules which look at our personal skills which we then cross them over to something related to the football industry. For example we look at which skills we use in a task and how they will be used in a job. But if we talk about some practical skills the management principles module we talk about business side in our assessment it gives us some understanding of how the business side works. Maybe it gives us opportunity to get acquainted with some industry and some small organisation which which runs in football. So yeah assessment briefs are topical." (Daniel, L4)	"We've got all of the different assessments that are linked completely to employability. We've got real world interviews. We've got magazine articles. We've got vivas. We've got project design. We've got all sorts of experience thrown in there with the work with industry partners. We've got the employability links in terms of leadership with them doing interviews around and doing work around how they would get a job in an academy. You've got project modules in the third year which now have the professional practice part of it. So you don't have to do a journal article you can do a portfolio of your work experience. You've got the placements that we do." (Teresa)	"The projects they're all very different. So in some projects the research takes longer or in others from our perspective you need to delivery sooner because it might be something that's up and running already. And then sometimes the delivery may or may not happen because it's down to the students to get it off the ground and if they're not engaged or proactive then it doesn't work." (Paul)	PROGRAMME DESIGN
"I guess it's an opportunity to get experience. So I expect that we will have some tasks some case studies maybe some activities that will give us an understanding how things work how people there work and they will teach	"You've got the assessments being completely realistic and fit with the industry. The assessments in first second and third year which are exact replicas of what they might have to do within the industry. Teaching is	"Project work that focuses on what's currently going on in the industry." (Paul)	PROGRAMME DESIGN

us some things. So like the real practice from the real work." (Daniel, L4)	completely linked into the industry. So everything is contemporary." (Teresa)		
"We had a meeting with the [industry partner] about the [named initiative] where they like told us what we'd be doing and what we need and being given the resources to participate being able to help with this project." (Archie, L5)	"We've got modules that use part of their teaching well the employability stuff is embedded in that completely" (Teresa)	"By just having more project based shorter term project work you don't lose a year in terms of you don't graduate a year later than your cohort. It also gives the flexibility that it is already catered into their studies. So they almost have the opportunity to gain the experience embedded into their course without potentially having to wait longer to go out and work in the real world" (Paul)	PROGRAMME DESIGN
"It doesn't have to be related. I think the importance is that it relates to sport because that's obviously what everyone wants to do. And then the majority want to work in football. But no I don't think it has to be related to what we learn." (Stuart, L6)	"The tasks that we're asking them to do are very industry focussed. And they're all using industry documents. So everything they're doing. I think they do case studies with individual people. So most of this is taking place as kind of activity during module." (Teresa)		PROGRAMME DESIGN
"The assignment is. I think it's something that's secondary in that perspective. Because at the end we all do this university to try to be to get a future in that kind of industry. So the better understanding you have of the industry. The better it is at the end of the university. The assignment you should have all the tools to to to succeed. To pass the assignment even without the guest lecture. Obviously the guest lecture can enhance the knowledge and everything. But at the end of the day I would prefer definitely to have to have much more clear ideas of the industry." (Salvatore, L6)	"You mainly see it through tasks and assessments." (Teresa)		PROGRAMME DESIGN
"I think for the majority of students it's quite important to be a bit more autocratic about it if you like and say you need to do this and amalgamate it as part of a module. Because otherwise you feel a bit detached from sort of you don't see the relevance of why you're doing a particular module and how it's going to translate to work" (Andrew, L6)	"If we provide sort of a structured opportunity for instance with the ▇ we know that they are working with said partner they are working towards these outcomes. This is what they're doing on a weekly basis. We have points of contact. We know who they're working with. We know where they're where they're volunteering. So I think us having an element of control over that. Then in hand allows us to kind of monitor what they're doing. But not in a. Well I suppose in a controlled way. But sort of being able to talk to them about the things that they've done. So if we if we know for instance their project is working with the homeless community. We know that project. We know kind of what the outcomes are. We know how that project runs. We can ask the right questions like how are you communicating with the participants? Are there things you need to be taking into consideration when you're working with these participants? We can we I think we can get them to think more and reflect more about what they're doing. Whereas if it's just normal volunteering or something		PROGRAMME DESIGN

	they've organised. I think they'd still go and do it like they enjoy it but then that's it. They switch off. But being able to kind of reflect and say to them what would you do differently? What went well? What didn't go well? I think that's kind of that's probably an important thing to to help them develop as individuals." (Rachel)		
"I think it's much better that they [experiences and classroom learning] link because then you really understand why you're learning about certain things and you're much more motivated to do it. I think that's got to be a clear relationship. Otherwise you just become a bit demotivated. You're thinking what's the point?" (Andrew, L6)	"With a more structured approach that we can we can almost create opportunities and tie opportunities in what they're learning at the time. Whereas if we if we don't know what they're doing. It's very difficult to kind of have that connection. So I think having a structured approach in terms of the connection to their degree I think I think is really important." (Rachel)		PROGRAMME DESIGN
"You could tie it to grades yeah I think that would work. Especially in your first year because everyone's panicking about their grades." (Andrew, L6)	"Taught sessions I think is being able to I suppose I impart kind of initial knowledge onto the students. I'd say this is teaching them the the initial kind of concepts or the theories and all those kind of things. And then I think the longer term outcomes it's for them to be able to then apply that to real world situations without our guidance. I think we obviously work through real world examples and set them tasks. But its very much guided by us. So I think the long term outcomes obviously of a taught session is that they can then take that knowledge and apply it in a practical situation" (Rachel)		PROGRAMME DESIGN
"In our first year it was very very supported very structured. We have almost someone held our hand through the process. And I feel as we're getting towards the end of the degree now it's much more independent. Which is a good transition into work." (Andrew, L6)			PROGRAMME DESIGN
"I think if you're forced to go out and do something maybe you've not experienced before. That then gives you the motivation. Once you get comfortable with it you're more likely to go out and do these things independently" (Andrew, L6)			PROGRAMME DESIGN
"it's not necessarily real world learning but some of the modules they're as close to it as possible. You've given a example of where this could be applied in the real world and you encouraged to sort of think around problems. It's not all structured out for you. So you could almost make an argument for most of the modules being some semblance to the real world learning." (Andrew, L6)			PROGRAMME DESIGN

PHASE 2: PERSPECTIVES ON RWL THROUGH THE LENS OF ACTIVITY THEORY

ORGANISING THEME (4) – DIVISION OF LABOUR

RAW DATA EXTRACTS			BASIC THEME
STUDENT	**TUTOR**	**PRACTITIONER**	
"Working under somebody else's leadership and being able to feedback to somebody who can make the ultimate decision" (Johan, L4)	"Students go out and conduct work or they develop projects or they create projects or they propose projects and then they happen in the real world. That's probably how I would explain it to someone." (Teresa)	"I'd like to think that I'm quite passionate about [employability] because I've sort of gone through that and I think I understand it. So I'm always trying to support in any way. If I see jobs pop up I try to give these guys the heads up. Offer to read their CV and cover letter. We should always be offering that support." (Paul)	PERCEIVED DISTRIBUTION OF ROLES
"There will be some meetings some requirements to go out and volunteer probably it won't be easy to fit the timetable because a lot of people are doing a lot of different things. And people will need to adapt and to plan their day their week their month to be involved fully in all activity" (Daniel, L4)	"Within my modules obviously managing that programme managing and giving them the knowledge and the experience to do what they're required to do. Making sure that we coordinate between the staff members. Making sure that we've got that continuity between first second and third year modules." (Teresa)	"I have to realise that it's just how they are and it's sort of maybe like giving them the skills to be a bit more independent. So I think from a managerial point of view it's quite important to learn from different people and I guess an industry point to be the more supportive." (Ellie)	PERCEIVED DISTRIBUTION OF ROLES
"I feel like the university will be sort of the big brother almost just sort of checking in every now and again just to make sure everything's running smoothly." (Kyle, L4)	"As a tutor we're more involved in understanding how the academic side of it fits with the industry side because it's all well and good giving them the industry experience. But if they haven't got the knowledge that goes with that industry experience is pointless because they'll know how to do something but not what they're supposed to do. So I mean you can't go out and run a project if you don't understand football to a certain extent. I think that's what my how my role differs. Yes we can be more we can be mentors. But so I suppose more for us on the academic side and being able to make sure students can work with the [industry partner] as opposed to [practitioners] can work with them on the actual practicalities of it but not necessarily the academic. So I suppose we're the conduit between everyone to make sure that they get in all kinds of facets that they should be." (Teresa)	"In terms of like the actual projects themselves. There was the opportunity to like deliver. There's also the opportunity to project manage. So they would act as a facilitator with other people doing the actual delivery of the projects. And there's the opportunity to evaluate projects and analyse what worked what hasn't worked. And they had loads of it." (Paul)	PERCEIVED DISTRIBUTION OF ROLES
"We surveyed the different age groups. We interviewed the kids the coaches and the parents to get their idea of what they think of the Their Game projects so that we can use this information to move forward with the project itself to look at it in a different different ways." (Archie, L5)	"Each of those projects are then managed by individual [practitioners] or lead mentors. So each of these mentors will take responsibility for their allocation of projects and their management of the external partners and their management and communication with the students." (Rachel)	"Practitioners such as [industry partner] staff come in and deliver on that unit by setting numerous real life projects. Probably five or six projects per staff member. And then it's about working with the students to get them going out and supporting and deliver these projects. Across the years it's structured in a way where the first part of the calendar year they've got certain objectives that they have to meet to understand the project. So doing research talking to key stakeholders	PERCEIVED DISTRIBUTION OF ROLES

		meeting key partners and staff will prepare them. And then as they progress to their second year and the latter part of the calendar year they then go out and start delivering projects" (Paul)	
"We sent a couple of e-mails which we didn't get the reply." (Salvatore, L6)	"We are also responsible in terms of identifying and creating projects that are suitable. Working with the partners to create projects that are suitable for their students. That's the kind of the first step. And then in terms of the ongoing support with the external partner and the students." (Rachel)		PERCEIVED DISTRIBUTION OF ROLES
"I think the university should should in my mind should give you the tools and it should give you the challenges to to think to think outside the box and think and have some thoughts in your mind after even after the lecture and then and then creating some some new ideas into your mind. That's what I would like to have. Even after I've I've after every lecture. I would like to have to to close the laptop or go or go back home and and keep thinking about what what has what has been discussed in the lecture and then have and then have ideas that that build-up in my mind. Then they kind of leave me to understand what I like what I don't like what I would do what I think has been wrong or what I think should be done better. That's what the university I think should do. The [Industry partner] should give you the opportunity to go and put the ideas into to put to make the ideas more to develop these ideas and make them realistic." (Salvatore, L6)	"We have to remember that the students are representing the university so regardless of what what project they are on they are our responsibility we need to take responsibility for the students. So we are there to address any issues. I would say kind of so we would think monitor things like kind of their engagement their attendance or lack of. And I think. Obviously. Aside from that we kind of give them the knowledge to develop that project." (Rachel)		PERCEIVED DISTRIBUTION OF ROLES
"The one project that we had that was really useful was the one we did last year for the [industry partner]. We had to do something real. You know. When there is a project where you have to participate in a real thing I think is more useful. You put more in for you just you know what I mean it's something that you are. I don't know how to say sorry. But it was like a real job you know where we weren't getting paid. But we were trying to raise the to the twitter profile of the [external industry partner]. So we were attending some of the games broadcasting them. You know it was really interesting." (Mel, L6)	"I think you know sometimes we get sort of that feedback around oh we're just we're just sort of a dogsbody or we're just doing the work for the [industry partner]. Perhaps if we sold it to them in a different way perhaps they wouldn't have that viewpoint. Perhaps they would say oh well this has been created for a purpose. It's not just that the [industry partner] needed volunteers. . If we said to them this is kind of this is everything that's gone into creating this opportunity for you. Maybe they would see perhaps more benefit of it." (Rachel)	"It was seen as free labour. But actually is there value in that?" (Callum)	PERCEIVED DISTRIBUTION OF ROLES
"It was like for example exchanging emails exchanging documents. Like formal documents. Communicating with the board of directors or the person in charge. Having regular meetings with them which were like real ones. You know it wasn't like a school meeting it was the kind		"For us it gives us a delivery workforce to support with our projects. But that is heavily reliant on the students completing those project tasks and doing them to a standard that is or what we perceive to be a standard of what is expected. So I think at times when that doesn't	PERCEIVED DISTRIBUTION OF ROLES

of meeting you'd have to attend when you work for a company of organisation. Also having to go to the Saturday league deal with the managers. Interview them as well. All that relates to the real world." (Mel, L6)		happen it becomes less of a focus for us in the short term." (Paul)	
"We're going out we're doing projects what we're doing now in our third year of this obviously football development. We're doing stuff that could be passed through. It's kind of it's really clever actually that project whereby if we do something and it's successful that will then be passed onto the first years next year which is kind of an example of a development project in real life." (Andrew, L6)			PERCEIVED DISTRIBUTION OF ROLES
"We've done work with the [industry partner] on a project in football development. We've gone externally to meetings. Which we did independently … We've done lots of groupwork projects as well. Which I'd say is an example of real world learning because it's very rare that you just work independently." (Andrew, L6)			PERCEIVED DISTRIBUTION OF ROLES
"[Industry partner] have got some mentors and provide some of the necessary resources to the groups working on the projects. And then work with them in their first year to see if things are feasible. And obviously liaise with the university about how best to interact with the students." (Andrew, L6)			PERCEIVED DISTRIBUTION OF ROLES
"[The tutors] have got to provide content and lectures and information surrounding the practical work that's done with the [industry partner]." (Andrew, L6)			PERCEIVED DISTRIBUTION OF ROLES
"I feel like the [industry partner] would probably treat us as a regular sort of apprentice as much as they would if they were getting paid because it's going to be free labour for them" (Kyle, L4)			
"I feel like the university still needs to be a safety net because yes we're going out to volunteer but we're not there to be sort of like not walked over that sort of used in a different way." (Kyle, L4)			
"They're essentially getting a hundred people working for them for free. So that's got to be some benefits. So even if only two student created initiatives are viable that's two initiatives that they can implement in the city and they can train people up who'll potentially when they work with them." (Andrew, L6)			
"[Students] need to also represent the university in a good light. So you know not like swearing at kids or like kicking stuff down. So I feel like they need to represent	"I think it's vital that we do it for the football programme and make them prepared for that particular industry" (Teresa)	"We have a responsibility I think as practitioners to educate the next generation about the opportunity of working for the governing body at national or county level. So we should provide work experience to as many	PERCEPTIONS OF INDIVIDUAL RESPONSIBILITY

Solent as well as themselves and as well as the [industry partner]" (Kyle, L4)		students as possible so that they can try it and see if it's for them. And we can educate through that process." (Callum)	
"You can't let them down. There are some expectations that you need to cover and you basically need to be responsible in what you're doing and just know the importance of the job that you're doing" (Michael, L5)	"From my point of view having come from industry and seen the benefit of working obviously with student volunteers and things like that to me now working at the university I think it's part of the job. Yes I think it can sometimes make it harder and a bit more complicated than if we didn't find those situations or scenarios for them. But at the same time I don't necessary I don't think we're giving the students the fairest chance of becoming employable. If we then don't do that. Because I think. There's only so much they can learn in a classroom. So I think it's kind of we have a responsibility to seek out these opportunities. And from my point of view as well that's something that's an element of the job" (Rachel)		PERCEPTIONS OF INDIVIDUAL RESPONSIBILITY
"My group was more into it. You know it was more serious and more responsibility. Because we were putting our own hard labour into it. It was a job. It was like a job you know. It was like. Something we had to do like a project we had to put into practice." (Mel, L6)			PERCEPTIONS OF INDIVIDUAL RESPONSIBILITY
"Say I'm gonna go home for Christmas because the term ends for uni but the football season doesn't end. So if I if I was sort of had more responsibility at the [industry partner] or if they relied on me more than they should do at the [industry partner] I feel like it could be in jeopardy that I might not be able to go home or might sort of say in a non-specific terms you can't go home. So it's like pressuring you into staying which is all well and good. But we are students" (Kyle, L4)	"It's that why just find so many barriers. For instance if a partner advises us that a student hasn't conducted themselves properly all we can do is say sorry. And yet we are getting them involved in real world learning which has real world consequences. If they don't turn up to something the session doesn't run. Or if they don't do something something doesn't progress. So there are real consequences to it. But I don't think they necessarily see that because they see that we can't act we can't give them the consequence. That's really frustrating. And I think to me that's the main barrier and that almost is a bit of a brick wall with that one because I honestly don't know what we can do about it." (Rachel)	"When you create in the projects at the start of the year I'm like these are the things that I need to do. These are my targets. These are things that students can help with. But if they don't get done by the students I still have to do it. And so it is about how much trust that you place on those students to do those project tasks. At the end of the day I still have to deliver those projects to be successful at my role." (Paul)	EXPECTATIONS OF OTHERS
"I think it is important to work in a group. But I think maybe there was sort of clearer minimum expectations of what the group should achieve. Because I think especially first year students will do the absolute minimum that they need to do. Which doesn't lend itself to necessarily learning as much as you want. And that can be frustrating. And then you're not working as hard because you are not motivated. So working in the group. Yes. Because that's what you have to do when you leave uni. But maybe if there was a certain expectation." (Andrew, L6)	"What I've always wanted more of is for them to be more of a consequence for the students who aren't engaging effectively in their project work. Because we I think as we see the benefit and we know that the students can really benefit from these opportunities. And it's very frustrating that sometimes they don't see that. So because there's no consequence other than the fact that they might be removed from the group but it's almost like the disengaged students don't care much about that anyway. So that's the frustrating thing. I think is we haven't we haven't sussed out kind of how we how we manage	"When I started I based my opinion on students that were going to seek out these opportunities and I based my expectations on my own personal experience. I expected them to be how I was. And that wasn't necessarily the case. For whatever reason. And I think. I think you quickly change that perspective so you understand what you're going to get some students are really good and are really keen. But you're also going to get some that are lazy and potentially feed into this stereotype of students as it were." (Paul)	EXPECTATIONS OF OTHERS

	behaviour. I think that's that's why I think my expectations are low" (Rachel)		EXPECTATIONS OF OTHERS
"Probably just have more regular meetings with the [industry partner and practitioner] and the students and the group. And make sure there is always the same mentor because they changed sometimes and the mentor that came to our group he doesn't know what he's doing. And I think they are quite young as well the mentors." (Mel, L6)	"I think you become more aware of sometimes the battle with the students. Like my expectations initially kind of from the very kind of inception of the initiative it was that students would behave in a professional manner. They would they would work effectively with partners. They would attend sessions on a weekly basis. They would collect data. Like I had so many expectations of the students about what I thought they could do and what I expected them to do. And then I think as times gone on I've realised this is maybe not realistic. As a lecturer you realise that sometimes you're fighting a losing battle and. And so I think perhaps I've lowered my expectations. In terms of what I expect from them so I kind of it's almost I expect you to at least communicate with your your external partner or your [practitioner] or tutor. And it's almost like I said I think my expectations perhaps are a bit broken. I do kind of almost expect all the bare minimum from them now. So that then when someone goes above and beyond and when you have a really good project group. You may think that's what they should all be like. But we know that's not that's not real." (Rachel)	"But we have already committed to delivering projects and then that if it's no longer mandatory there's no there's no accountability as a fallback for them if they just walk away and then we're left in the lurch" (Callum)	EXPECTATIONS OF OTHERS
"Sometimes they didn't even turn up. Yeah yeah. Some of them were more prepared than others I think depending on the mentor." (Mel, L6)	"We want things to run smoothly but we just know that's just not real life. Like it's just that's just how it goes. I think it could be a deterrent. Yes. But I do think it's about almost managing expectations. And so I don't think people aren't naive people understand particularly in the sport or the football industry people understand these are some of the issues that we face. That clubs are run by volunteers. And then we are relying on volunteers to communicate with our students and whatever else. So I think people are aware these things can crop up" (Rachel)		EXPECTATIONS OF OTHERS
	"It frustrates me and to a certain extent I get quite angry and cross about the fact that they then don't engage in it and then they moan about it. We've offered it to you. It's your responsibility to engage. We can't force you but it's there. Don't complain about it … You have to take the responsibility to take that. So my expectation yes I think. And also there's so many graduates coming out with very similar degrees now. But I think that there has to be a high expectation of them to engage in it." (Teresa)		EXPECTATIONS OF OTHERS

	"My expectations of them engaging and taking part on it has increased because obviously we're offering more and more and more and we're doing everything we can to try to help them become employable. So the fact that everybody is giving their time to do it and is trying to embed it and we're trying to cope with doing it within our workload." (Teresa)		EXPECTATIONS OF OTHERS
"I would say that managing like management of people managing some projects will help and definitely setting up a network like connections in the football industry because it's a competitive one" (Daniel, L4)	"We're all trying to do the same thing. And if we all focus on the same bits of employability then they're going to miss bits of it as well. They're going to get bored because they're getting the same stuff over and over again." (Teresa)	"We have done things in the past where we've advertised volunteering roles to the students like on the youth councils and so on and we've had students who apply and are really keen initially but then that enthusiasm faded away as soon as the reality of how many hours they'd need to commit to volunteer hit home" (Callum)	FACTORS INFLUENCING MOTIVATION TO ENGAGE
"[Gaining experience] probably would be a burden. I think some days you'd really like it then others you'd be like oh bloody hell I've got to go and do that again" (Kyle, L4)	"If you're willing to put a bit more time into building the foundations essentially then I think that's completely doable. And then I think some people are looking for an easy life. So it depends on how much how much work you want to make for yourself." (Rachel)	"Then you're doing things and it becomes more about well let's try this. And if it doesn't work it doesn't matter. And if it doesn't matter then that comes across as unimportant and the students catch on to that and that reduces their motivation." (Callum)	FACTORS INFLUENCING MOTIVATION TO ENGAGE
"But sometimes there's that saying it's to think smarter, not harder. So I just think you get what you put into it. So if I don't put everything you know I don't get everything out. But I still I still think I am getting something" (Archie, L5)	"Almost expanding my role as a tutor more than I would do normally like because I could very much just sit back and just do what's required of me. So if I am going out and to find industry partners and things like that and creating opportunities then to me that's that's almost an extra string to my bow as well that I can. That's another experience that kind of I can talk about and I can learn from as well. And I think as well it also it we we can sort of reflect on that and think about how we could develop. I think we've learnt a lot from doing it basically." (Rachel)	"Everyone in the company was given the opportunity to input into the development of the programme but often it was seen as something like well I don't have time for that so here's a project. And maybe that was a result of experience of the project becoming stagnant and a reluctance to develop new ideas or to innovate. But it might also be down to motivations and being aware of the reality of the challenges of getting projects off the ground and being burned by the situation in the past. And then therefore like I said motivation drops. So that that that opportunity was there. But it wasn't taken. It was taken less and less over time." (Callum)	FACTORS INFLUENCING MOTIVATION TO ENGAGE
"I think as long as it doesn't add more work to the course as in like we would normally be then I think it's a good idea to have it as long as there is a bit of a choice of what you can do." (Archie, L5)		"And I feel like if it wasn't mandatory so maybe if they actually wanted to do it it would be a different sort of scenario. The attitudes might be different I guess. That's a massive thing isn't it like the attitudes of the people you work with and vice versa. Maybe so yeah maybe I think it needs to be a voluntary thing for the students that would be better." (Ellie)	FACTORS INFLUENCING MOTIVATION TO ENGAGE
"It entirely depends on you. And like in most lectures and seminars tutors are doing everything that depends on them. But in the end you don't know when when the goal ends you don't know if he's going to go on be curious learning about more. They're trying to spark our curiosity but in the end they can't force you to do it." (Michael, L5)			FACTORS INFLUENCING MOTIVATION TO ENGAGE

PHASE 2: PERSPECTIVES ON RWL THROUGH THE LENS OF ACTIVITY THEORY

ORGANISING THEME (5) – OBJECT & OUTCOME

RAW DATA EXTRACTS			BASIC THEME
STUDENT	TUTOR	PRACTITIONER	
"For the university it's beneficial because our students then have the progression from that course to the job and then that will obviously make the university course look better if students are getting into a job quicker" (Johan, L4)	"I don't necessarily know whether there is an impact [of guest lectures] on academics apart from potentially increases your workload. But then on the flip side of that it improves the student experience so it makes your job easier. In that respect. But it can be quite complicated. And it's almost like it needs somebody separate to do it all and control it because it does eat quite a lot into your time." (Teresa)	"It's about their assessment. So it's getting a decent degree classification or getting the grade that they want for that unit. And it gives them the chance to do numerous different things to help them academically. So gives them a chance to present ideas to industry practitioners. It gives them the chance to write reports. And the various project tasks will get them doing a host of different things that will help them academically." (Paul)	REPUTATIONAL CONCERNS
"It's a possibility to first of all increase maybe the brand of the [industry partner] because otherwise I wouldn't know about it for example" (Daniel, L4)	"It's not just a voluntary experience it is then getting paid work off the back of it. Some of them have been employed directly off the back of it" (Teresa)	"I'm gonna hit my numbers but having these students might be able to facilitate increase in my targets in KPIs" (Paul)	REPUTATIONAL CONCERNS
"For university it's a benefit to work with [industry partner] to be connected to build a strong network. And of course if the university will have a bigger percent of employability of their students they will have great ratings and more students." (Daniel, L4)	"Students passing the module has got be one of the short outcomes. Students gaining short term knowledge so almost learning knowledge. Students gaining an understanding in the topic in the real world" (Teresa)		REPUTATIONAL CONCERNS
"Another reason I think they do [guest lectures] is because it looks good." (Kyle, L4)	"student retention and on student experience and student grades. I think the university would see that as an impact short term and probably long term" (Teresa)		REPUTATIONAL CONCERNS
"I don't think that they are realising that it can be it can really make the difference in the future because if you if you don't do your job right, you just waste waste their time. You just. Don't care about it. It can prove not downgrading but it can turn out really badly for the for the people you're working with and you're not contributing to their organisation as well. And maybe are contributing to the [industry partner] not wanting to if they see that your students are not interested in that they probably won't want to work in the future with them. So I think it's really important on your side to realise how important it is." (Michael, L5)	"On staff I think it probably improves our individual reputation because the partners and the people that we're working with get to know us. Build a better network with us build a good partnership with us know that we will send them the right students so they learn to trust us more." (Teresa)		REPUTATIONAL CONCERNS
"Short term for the university it's a good partnership to have to make the trying develop the course so that people after me have an even better experience maybe a better one than I did and have different resources and different looks where it could be improved. So I think it's	"For the industry they can then trust as a long term impact that we're creating the right sort of graduates for them. So I think in that respect they respect us a lot more thorough and our reputation improves. Not the university. I think the university reputation increases but I think more particularly the people that are doing the		REPUTATIONAL CONCERNS

good and that can be long term as well. Even better programme." (Archie, L5)	and the course in general the reputation improves because we are producing graduates that can go and work in football development" (Teresa)		
"I think the focus is definitely getting a good grade. I think more so I think it's just because the grade affects them more than it does the actual project being a success. Like if the project is a success you get congrats a pat on the back but that isn't going to get you a degree where the grades will. So I think the main focus of everyone or almost everyone is getting making sure it does well. But the main. You want the good grade. So I think that's the focus." (Archie, L5)	"There's also a case for wanting them to engage with it because of metrics. Because if they don't get jobs at the end we will get an absolute earful for it. So I think there's also a tie in with the expectations particularly for me as a course leader because I get battered over the head if we don't get good graduate outcomes or if we don't get good achievement or that students think they're not getting what they're entitled to. And I hate I hate that I hate the metrics but it is still there." (Teresa)		REPUTATIONAL CONCERNS
"I think maybe just show that their course provides interaction with [industry partner]. And provides real world business experience as well. Because they don't offer anything like a placement year or anything. So probably is important to make sure they embed some of that in the course. And appealing to people who want to sign up to the course." (Stuart, L6)	"A lot of their metrics are achieved with the students doing the work. So actually there's a pretty good long term impact on the partners as well who are then been seen higher up their chain as achieving really good things." (Teresa)		REPUTATIONAL CONCERNS
"People know when they come to this that they have a chance of getting a job in a football club after knowing that the university is linked with these businesses" (Stuart, L6)			REPUTATIONAL CONCERNS
"If there was no connection with any [external industry partners] it just might be sending people out and I think the business will have to trust that the university is producing people who are employable and they trust that they have done the right job preparing them to go into that business" (Stuart, L6)			REPUTATIONAL CONCERNS
For university I guess it's been a matter of how can you say prestige in terms of showing the figures of people that they actually been employed to the [industry partner] after their course." (Salvatore, L6)			REPUTATIONAL CONCERNS
"From [industry partner] perspective I would say it would be a good chance then to identify students who are showing that they have a good understanding of certain things. Say in marketing they were impressed with somebody's ideas or concepts of how to market certain certain things like a football team or or a like a refereeing course or something. If they came up with a good way of marketing that they they might like the ideas of the person and then after university this person might be able to get a job within [industry partner] because they've shown that they have the skills. So I think there's	"I suppose also the long term impact for the industry is that their numbers are improving and the more their numbers improve with the amount of people working them of good quality that can grow the football industry. So the more we can put people out there doing a good job the more work they can do which in turn then creates better work in the industry a wider ability to do work and they meet their metrics as well because they're getting a really good deal out of this. A lot of their metrics are achieved with the students doing the work." (Teresa)	"It was about us needing a delivery workforce to pick up certain programmes that we couldn't get running otherwise particularly around community and education based initiatives that the [governing body] was driving. It was also about putting something back. It's about an opportunity for us to engage with the next generation and educate on what we do and open their eyes to those opportunities. And then you go beyond that and there was a financial incentive in terms of opportunities to draw down funding from the [governing body] and to deliver projects which would be mutually beneficial to both parties." (Callum)	ORGANISATIONAL CAPACITY

a good chance for them to identify possible new workers when they come out of university." (Johan, L4)			
"It's an opportunity for them to engage people in this sort of environment. First of all it gives benefit in the future because the people will be more knowledgeable about this and they won't need to study if they are going into jobs they will already have some some perspective on it. Some opinion. And of course it opens the door for recruitment because the [organisation] sees some talented students. They can offer them a voluntary options maybe some part time jobs and they will just keep them on short list. Yeah this student will go to graduate next year so we can take a look on him." (Daniel, L4)	"I think now the opportunities that that's built as well is that we've still got more staff members and and we've got kind of organisations who are saying oh how can we get involved how can we work with you. And its recognising that nothing is the same it's about being adaptable. Things like kind of trying to do things like the ▮ because you have to sort of be creative and you can't just. Not one size fits all in terms of a particular partnership or a project" (Rachel)	"We rarely see significant progress towards our KPIs through the programme I don't think." (Callum)	ORGANISATIONAL CAPACITY
"For the [industry partner] as well it's I think it's beneficial because in the short term they are involving people on volunteering positions which in the long term can prove themselves and be extremely valuable to the team and be employed a full time in the future. And just. Build on that organisation and help the organisation grow." (Michael, L5)	"Short term outcomes are to provide a student workforce to those that kind of need it." (Rachel)	"Long term it gives us the opportunity to for the students are good and do really well it gives them the opportunity to put their name out there and for us to know those do stick out. Like when you're talking about in the future about someone who might support this project either voluntary or paid you remember those names you think potentially you might be able to speak to them and get them involved. So I think the long term benefit of potentially having a already moulded future employee is the biggest thing." (Paul)	ORGANISATIONAL CAPACITY
"For a [industry partner] it is also really beneficial to work with those students because they can find someone who is going to be really really ambitious about it. And like I said help the team in the future and is willing to to be able to be part of it and to want still to be involved in the organisation" (Michael, L5)		"Long term it was always about let's develop the next generation of workforce. That's what we wanted. We wanted the opportunity to identify, to develop, to produce future development officers that were going to come back into the industry. I don't think we ever really got there for various reasons. And I think that that was ultimately the long the the long term goal." (Callum)	ORGANISATIONAL CAPACITY
"For the university I think it's I'm not entirely sure but one of the aspects is that it is also short term and long term. The short term is that students are able to engage with those people in the moment and they're able to live the experience in the moment. And in the long term that they are they're connected to the [industry partner] or to other organisations that probably in the future can be more more closer to work more closely with them have more opportunities develop their partnership." (Michael, L5)			ORGANISATIONAL CAPACITY
"They get people who might be interested in working as development officers. People who hadn't thought about that before. Contacts as well for them. Possibly they'll draw back on that later when they graduate" (Stuart, L6)			ORGANISATIONAL CAPACITY

"For the students. I think. I think somebody could actually have throughout the course could actually think well it is actually interesting. I would like to discover more of these of these on this side of the football industry. So it could be that at the end of the of the course somebody will be interested in joining or any way to get more into this side of the industry. " (Salvatore, L6)			ORGANISATIONAL CAPACITY
"for the [industry partner] I guess it is it's a consequence of it so you you will have a lot more people joining them and trying to work for the community for the for the local community. And plus you would have students from directly from from from a course that is around the topic." (Salvatore, L6)			ORGANISATIONAL CAPACITY
"Long term it's obviously going to be better for everyone in [the local area]. These projects are beneficial for them and it's good for the [governing body]" (Andrew, L6)			ORGANISATIONAL CAPACITY
"I'm looking now more towards the football development side and that's exclusively because of the work that I've done with the [industry partner]. Because I know I enjoyed it. Whereas maybe that's not something I would have looked at before. I was looking more at going into analysis. But having done work experience. And now I know that that's not really what I want to do. So real world learning if you like is probably completely skewed my perception of what I want to do. And that's not what would have happened by just doing coursework." (Andrew, L6)			ORGANISATIONAL CAPACITY
"You're looking to actually try and develop the skills which increase your employability in the long run" (Johan, L4)	"Actually doing that first step of applying for a role and either being interviewed for it or speaking to the people building that sort of employability" (Teresa)	"I've learnt quite a lot even with the work experience students that I've not necessarily worked with particularly closely I've learnt how to sort of adapt to new people coming in. And I've definitely realised how everyone's work level how they learn and develop in a role like in the industry that we are in is different. And it's constantly adapting to these different people. So one person for example might be ready for a productive want to actually take every opportunity and be completely independent whereas other people heavily rely on you for a lot of guidance." (Ellie)	PERSONAL AND PROFESSIONAL DEVELOPMENT
"From a student perspective I would say is to develop your personal skills" (Johan, L4)	"The fact that they've got that experience and they can secure a role which gives them more confidence for a long term impact of then getting a full time job. So I suppose that's your longer term impact that if they've taken part and engaged in the ▉ and they've used it fully there's every likelihood that long term they could get a job in it or they can take those skills and transfer	"It's given me the opportunity to work with some interns that don't need a lot of guidance don't need support. They just go out do it and they're brilliant. And it's also given me the opportunity to work with those students that have struggled a bit to start off with. So I've been able to mentor and support them. It's also given me the opportunity to mentor those students that potentially	PERSONAL AND PROFESSIONAL DEVELOPMENT

	them into another role when they graduate. Longer term it gives them not a walk straight into a job but they hit an interview or a job already having the knowledge that a lot of other people don't have or having the experience that a lot of other people don't have. So it gives them that little edge in terms of employment as well. And I suppose then when they go into the job as well they don't need as much training. So that's got to be a long term impact. They're already kind of industry ready. So if they do go into football development they've already got a good understanding of how things work. They've got a good relationship with the key stakeholders. They know what a football development organisation looks like and how that works. They know how a local system of organisations and clubs works. So that's that's got to be long term" (Teresa)	might be trying to walk before they can run and are very ambitious but it's important to mentor them to tone their enthusiasm down. And it's having the opportunity to pass things down like experience of going through having a similar process. But I think line management is definitely the biggest thing" (Paul)	
"I feel like that would really give us a not a head start yeah a head start to other universities who offer similar programmes but who don't offer leadership because essentially it's sort of like NCS if you will. It's sort of like another little thing you can do to help you in future" (Kyle, L4)	"It really develops their social skills as well and their communication and things on a longer term because you start working on them during these three years they're not necessarily going to be 100 percent perfect by the time they leave. But if you can get them out there and then they start building it and building confidence and doing that work. Longer term it creates an appropriate a good person for the right environment. They have an understanding of the environment they've got good social skills. And that's just that's generally what makes you a not just employable person but a good member of the community. Of society" (Teresa)	"This can be seen as a learning and development opportunity for our staff too in terms of getting them management opportunities. For example I learned how to deal with management responsibilities and it's been easier for me to deal with maybe more difficult conversations quicker before things escalate. This is their opportunity to be a leader to be a mentor or to be a manager. It's valuable experience. And like I said it's a real opportunity to practice different things in terms of recruitment and staff development." (Callum)	PERSONAL AND PROFESSIONAL DEVELOPMENT
"For students it's probably more a long term because you get engaged. In the short term it's that you're now able to connect with the people and talk to them. But the long term is that you need to climb the ladder and probably you need to start as a volunteer. Then you'll prove to yourself that you can be a valuable asset to the organisation and then be employed in part time for example and then go to full time because it's not something that no one expects to go out there and be employed full time in a high position. So probably this is more for the long term." (Michael, L5)	"If I had a university hat on I would say making them pass their modules. But I don't. For me the ██ is about getting them a job. The ██ is about creating an industry ready graduate. We're giving them the knowledge we're giving them the study skills so that should come with it. If they want to study and want to do well in their modules they'll do it. For me the ██ is mainly about getting them the right experience and the right skills and qualities to go out and get a job and to have those employability skills. It's more about employability than anything else." (Teresa)	"Getting the opportunity to put their face out there potentially open up the doors for other placements or other potential opportunities and experiences. So I'd say whereas short term is more about academic performance and getting through the units and then long term it's more about their employability and how they can develop in order to become more employable when once they leave university." (Paul)	PERSONAL AND PROFESSIONAL DEVELOPMENT
"We're trying to help. We know what we're doing and we're trying to help and it's good for us in the future." (Archie, L5)	"If we don't embed employability you're putting in all the student zones the same position and letting them fend for themselves and literally just walking out with nothing. And if we don't give them what they need for football they're never going to get chance in football. If we just do the general and leave it like we don't highlight it. Just run		PERSONAL AND PROFESSIONAL DEVELOPMENT

	it as part the programme. Not not focus on it. You do have it there because by doing the presentations and the different types of assessments and the different types of tasks you're giving them general employability. Just general social skills. But I think they need to know how to apply it into the football industry." (Teresa)		
"Short term for us just learning about it really I didn't really think too much about football development before I went into the course." (Stuart, L6)	"I mean I think about all the opportunities that opened up for me in terms of the people that I worked with I was presenting our projects at Wembley to of the kind of the senior management team. Or I was presenting at national conferences or I was going to other universities to share best practice" (Rachel)		PERSONAL AND PROFESSIONAL DEVELOPMENT
"Long term maybe maybe just that we're learning the skills by working with the [industry partner]." (Stuart, L6)	"From the student perspective it is to get them actively volunteering. And that's almost kind of the extent that they see it as." (Rachel)		PERSONAL AND PROFESSIONAL DEVELOPMENT
"it's more it's closer to to a work project that you would have to do once you're out of the university. So I'm guessing that that the fact that you have to work as a part of the team the fact that you have to try to reach out people relying on sources that sometimes are not so extended. So all this kind of bits they they kind of build up what I would think that that helps your employability." (Salvatore, L6)	"in the long term outcomes are that we are creating a more employable workforce and within that we are creating students who are more aware of the skills and attributes that they possess having been part of the ▮." (Rachel)		PERSONAL AND PROFESSIONAL DEVELOPMENT
"I think it really builds up your skills. You know because if you just if you put that as a case study which is not real. You don't put the same effort or responsibility probably or you just don't feel it the same way. I think they are more productive these type of projects than a case study that you just have to give an example of you know what I mean? Just make it up. So I felt I've felt it was challenging. It was just challenging because it it puts you more into the real world." (Mel, L6)	"with the group project work I'd say the short term outcome is is obviously them being involved with a real world project. And working as part of a team. And then that's a very sort of basic level. So it might just be them working through the project brief and sort of almost them sort of sussing out exactly kind of how that looks for them. But then the long term outcome is that the skills that they develop as part having part of that project and working as part of a group. Those skills are transferable. And desirable for employers as well. So we kind of these are the result of that means that we are creating students who are hopefully more employable." (Rachel)		PERSONAL AND PROFESSIONAL DEVELOPMENT
"I'm happy to take the take opportunities but I've got to feel like it's right for me. I'm not going to take an opportunity if that's not something I'm interested in. So I don't wanna say waste my time but I'm not gonna spend time doing something where I don't see myself doing that after university" (Johan, L4)	"The projects are all based on current and relevant KPIs or priorities for external partners but but then also created with the types of students that we have on the course in mind so that requires kind of a high level of an effective partnership working between the university and partners." (Rachel)	"There's also a problem around the students perception of what we're asking them to do sometimes. Like they see that this is something their assessed on. And they perceive that to be successful the project's got run. Or they think if they get loads of participants to a session then they'll get a good grade. But that might not necessarily align with what we're asking because we want to engage with underrepresented groups and what	PERCEPTION OF MUTUAL BENEFIT

		the students bring to us is just their friends. So I think sometimes expectations need to be made clearer." (Paul)	
"It's a virtuous circle because we get experience the [industry partner] gets more volunteers and the [external organisations] get more coaches. And the university looks good because of it. So it helps everyone" (Kyle, L4)	"The partnership itself has always been a very very well organised partnership because there's always been benefit to both parties." (Rachel)	"You get the initial interest from some but then very few then carry it on. And that might be a lack of understanding about what we're offering what the role entails and whether that then doesn't match what they wanted to get out of it." (Paul)	PERCEPTION OF MUTUAL BENEFIT
"I didn't really enjoy the football development I knew that wasn't something I wanted to do" (Stuart, L6)	"Students don't engage enough with one of the opportunities available to them. I think they almost. I think some cohorts see as this is such a great opportunity. I can get real world experience. And we've had some like like kind of incredible kind of feedback from the students to say what good opportunity it was for them. But then we have some cohorts who may see it as a tick box exercise they have to do pass the module. And that's what we don't want them to see as we want them to see it's like a really great opportunity for you to get involved and to learn these skills and to work with this partner. And you can be working with a [practitioner] who's gonna give you the kind of the support you need and everything else. And. That's the frustrating thing. I think perhaps it does come down to the cohort to a certain extent that some cohorts have a very different attitude toward learning than others. I don't think we sell it in in any different way than we have done in previous years. But then the enthusiasm of the students. Because I think we've done nothing but develop it to be as organised and well run as possible. So you would think that would then reap the rewards. But it hasn't. So they still get involved and they do what they have to do. But they don't see as like I've had students who have in previous years when they've literally gone above and beyond the project brief. They're going in and delivering assemblies. But they are so sort of oh well we've been speaking to the PE teachers and we've said we'll do this. And that's kind of they're the students that you want. And that's kind of in my head. That's what the ▮ is all about. You've got some real keen students here we can do this we can do this. Whereas I think sometimes that it's been more of a what do we have to do now then. Which is obviously frustrating." (Rachel)	"Sometimes I get the sense that a lot of students aren't interested in football development and therefore aren't engaging in the project work that we're setting out for them. I mean do you ask them where they want to be in three years time and are they saying they want to work in football development? If so that's great. But if not then I'm not sure how much positive impact we can have or what we can offer. So if it's if it's tailored to the needs of those students they're likely to buy into it more. They're likely to make more of the experience" (Callum)	PERCEPTION OF MUTUAL BENEFIT
"It was just working in that area I kind of already knew that wasn't for me and maybe that's why I didn't enjoy it as much. If it was the same sort of set up but in something else I enjoyed more to do with my career	"Perhaps they would see the project with more value. I think maybe they would they might prioritise it a bit more in terms of their engagement. And they would they	"It is a partnership. There needs to be mutual benefit." (Callum)	PERCEPTION OF MUTUAL BENEFIT

plans then I think I would have enjoyed it a lot more" (Stuart, L6)	would see less of a what have we got to do now and more of a oh what could we do next?" (Rachel)		
"A lot of uni stuff although it is good it's not always related to what you're going to be doing." (Stuart, L6)		"If I was to do it again I think I'd start off by just sitting down with the students and just ask them what do you want out of it? And tailor the experience to their needs. If it was a bit more thought through in terms of us as practitioners understanding the students' needs then it would be a but more cohesive and actually benefit both the student and my department." (Ellie)	PERCEPTION OF MUTUAL BENEFIT
"I don't think [the problem] was about communication. It was about each other's priorities" (Mel, L6)		"Maybe it needs everyone to get their heads together from all parties to see how we iron out those issues and work together towards a shared objective." (Ellie)	PERCEPTION OF MUTUAL BENEFIT

PHASE 3: CREATION AND MAINTENANCE OF EMPLOYABILITY CULTURE

ORGANISING THEME / CRITICAL INCIDENT GROUP (1) - THE JOURNEY AND CONTEXT OF PERSONAL GROWTH

RAW DATA EXTRACTS			BASIC THEME
STUDENT	TUTOR	PRACTITIONER	
"Working with people who we don't know it's totally fine because we are learning when we are out of this comfort zone and that it develops us as a person" (Daniel, L4)	"If I am going out and to find industry partners and things like that and creating opportunities then to me that's that's almost an extra string to my bow as well that I can. That's another experience that kind of I can talk about and I can learn from as well. And I think as well it also it we we can sort of reflect on that and think about how we could develop. I think we've learnt a lot from doing it basically." (Rachel)	"Helps me reflect a lot about what I'm actually doing as a manager. And I learn I've learnt quite a lot even with the work experience students that I've not necessarily worked with particularly closely I've learnt how to sort of adapt to new people coming in. And I've definitely realised how everyone's work level how they learn and develop in a role like in the industry that we are in is different. And it's constantly adapting to these different people." (Ellie)	COMFORT ZONE
"Not every student. Of course. But I believe the most part of it. Just don't don't value the opportunities that are presented and live in their own bubble." (Michael, L5)			COMFORT ZONE
"I think it comes with being comfortable with certain people. Like once you're more acquainted with people than it's become much easier" (Archie, L5)			COMFORT ZONE
"You have to do it. Either you do it [push yourself out of comfort zone] or you or you will drop out. So you're in the moment that you decide that I have to do it and then you do it. Yes it's a bit like what I was telling you about being send physically to do something you know, is the same thing. Once once you are pushed to do it. Pushed it to the limit. You have to do it." (Salvatore, L6)			COMFORT ZONE

"It's when I've been pushed to the limit when it's it's only that it's only that way when things click. But I have to be right at right at the limit." (Salvatore, L6)			COMFORT ZONE
"I am a bit older than most of the guys. So I'm not I'm not I'm not really sure that we have the same conception. The same the same the same image of the world outside the university. I think and don't get me wrong I don't mean to disrespect anybody but I think it's a bit naive the way that they think about the the the world of of work when you get into into an environment that requires you to be professional and everything you know. And it's it's. I think. It's down to the age and to the to the experience" (Salvatore, L6)			COMFORT ZONE
"I think once I am in in a place where there is a certain number of other people I tend to disappear. My personality tends to disappear. So I guess that is not good for for somebody that wants to employ somebody. But I reckon at the same time, those those those personalities they disappear for a reason that is no really connected to to that. It's not really a directly proportioned to how good they could be at doing something. That's the whole that's the whole problem for me." (Salvatore, L6)			COMFORT ZONE
"It might be a bit nerve-wracking to do with people you don't know but it's something you probably like I was saying I wanted to do more of to put yourself out there and get into difficult situations" (Stuart, L6)			COMFORT ZONE
"At first it is a bit awkward because no one knows no one is brave enough to speak out and to open them to others. But as you get to learn to understand people more you'll get more closer. You get more connections because this is also linked to networking because you get to know people much more closer which is really valuable. And for me in the beginning it was a bit scary because I had I am a little bit introvert but it had helped me to open up to a lot more people." (Michael, L5)	"Not one size fits all in terms of a particular partnership or a project or things like that. And I think as a staff team we've learnt a hell of a lot from it." (Rachel)	"This can be seen as a learning and development opportunity for our staff too in terms of getting them management opportunities. For example I learned how to deal with management responsibilities" (Callum)	EXPANSION OF LEARNING
"I remember when we had to do for the project to survey people I was just nervous to randomly just walk up to people. Say hi you mind taking a survey. I'm just a random student and a random person you've never seen before and probably won't see again. So I felt I'm probably communication kind of getting some courage to be able to openly speak." (Archie, L5)	"Being in contact with the County FA and external partners we find out all the things that are going on in our local community. So I think it's very easy as an academic to come out of touch with what is going on basically. So not knowing for instance what the priorities are in terms of delivery for a County FA we're always aware of that because we work with them. And working with local partners we know lots of different projects going on and we can then talk about those and give		

	those as examples in lectures and things like that because we have that kind of knowledge" (Rachel)		
"I'm always trying to do my best and give my best in whatever I'm trying to do because I think that it develops me. It doesn't mean that it will be entirely connected and professionalised to do my future employment. But I think that it builds you as a person. And it's kind of your character that in whatever it is you have to be to give the best in. And if you don't give your best why bother trying it in the first place?" (Michael, L5)	"You learn something new every time from the guest lectures. They're always quite similar but there's always something new comes out of it. And they often spark ideas of other things that you could do. Impact on me I don't necessarily know whether there is an impact [of guest lectures] on academics apart from potentially increases your workload. But then on the flip side of that it improves the student experience so it makes your job easier. In that respect. But it can be quite complicated." (Teresa)		EXPANSION OF LEARNING
"You need to be curious. I believe that this is one of the most important things because I have since the pandemic outbreak this has probably the best thing that has happened in my life and I had become really determined. I know what I want exactly. And I know how I'm going to get there. I have prioritised my things and I have become much more curious. And I want to learn more and more and more." (Michael, L5)	"It gives us a wider network of people. You make further links once you get to talk to people. And with the people that come in and do the guest lectures the more they come in the more you get to know them the more they open up with you and the more you then get invited to other things where you meet other people. So I suppose the biggest thing probably is networking and creating more of an opportunity for us to use different examples of different people and run more workshops and pick up more bits and pieces of knowledge." (Teresa)		EXPANSION OF LEARNING
"Going to the actual event itself and like seeing the different perspectives and be like that helped me communication wise talking to these people and getting an idea a sense and how. Because everyone's different everyone works in their minds sort of thing. Someone's thoughts." (Archie, L5)	"With the industry contact they are gaining experience of kind of a form of networking with industry professionals. And they also they're sort of starting to learn the skills of and expectations of professional behaviour. And then the long term outcomes I think is that they're almost able to build on on that network whether it's through a job opportunity or even if it's through a reference that that student has kind of built on those opportunities of creating a network. That they can then seek employment" (Rachel)		EXPANSION OF LEARNING
"I think most people would rather be actually doing it themselves. Because then it might be. I experienced this myself so I'm retaining information better. So I think it's better for just being hands on is just a better way to do it and remembering information like that. So I think being in the field provides a better experience" (Archie, L5)			EXPANSION OF LEARNING
"I worked with the [industry partner] to do projects that are benefiting the kids and helping mental health wise. So I think that's something that will stick with me personally because mental health is a big issue and resonates with everyone. So I think being able to try and help and look at that and see how it helps these kids is something to be good and also good for your CV and you			EXPANSION OF LEARNING

say hey I did this. And so I think long term and short term, there's a lot of benefits. I don't really I can't think of many negatives because it's just trying to you're doing a good thing in my opinion. So I don't think there's any real negatives that can come from it" (Archie, L5)			
"Because you get to try to do something practical. Something that could actually make sense in a work environment. So it's more it's closer to to a work project that you would have to do once you're out of the university. So I'm guessing that that the fact that you have to work as a part of the team the fact that you have to try to reach out people relying on sources that sometimes are not so extended. So all this kind of bits they they kind of build up what I would think that that helps your employability" (Salvatore, L6)			EXPANSION OF LEARNING
"The one project that we had that was really useful was the one we did last year for the [industry partner]. We had to do something real. You know. When there is a project where you have to participate in a real thing I think is more useful. You put more in for you just you know what I mean it's something that you are. I don't know how to say sorry. But it was like a real job you know where we weren't getting paid. But we were trying to raise the to the twitter profile of the Saturday League. So we were attending some of the games broadcasting them. You know it was really interesting. And the team. My group was more into it. You know it was more serious and more responsibility" (Mel, L6)			EXPANSION OF LEARNING
"We were putting our own hard labour into it. It was a job. It was like a job you know. It was like. Something we had to do like a project we had to put into practice." (Mel, L6)			EXPANSION OF LEARNING
"I think it [doing unfamiliar/real world tasks] was much better. I think it really builds up your skills. You know because if you just if you put that as a case study which is not real. You don't put the same effort or responsibility probably or you just don't feel it the same way. I think they are more productive these type of projects than a case study that you just have to give an example of you know what I mean? Just make it up. So I felt I've felt it was challenging. It was just challenging because it it puts you more into the real world." (Mel, L6)			EXPANSION OF LEARNING
"It has given me a lot of experience and has taught me how to deal with with that type of organisation." (Mel, L6)			EXPANSION OF LEARNING

"In our first year when we were working with the [industry partner] that was brilliant because we sort of understood what the reality of actually working in football is like. And you sort of branch out and see all the different areas you can work in." (Andrew, L6)			EXPANSION OF LEARNING
"I didn't necessarily have as much interest in it [that particular career path] after I started [work experience] as I thought it did. But I think that's still a good experience because then I've now narrowed that field down. I go OK that's maybe not something I'm so good at. So even through maybe not the best experiences you still learn things." (Andrew, L6)			EXPANSION OF LEARNING
"It's very easy just to get swept up in it and stay within that little zone and think yeah I'm doing all my work. I'll be fine and I'll get a job when I come out. Whereas actually stuff like this. Well, it is much more important. It's actually testing yourself and seeing whether you enjoy that particular avenue of work. Whether you're any good at it. Because obviously you don't want to then commit to working in something." (Andrew, L6)			EXPANSION OF LEARNING
"Real world learning if you like is probably completely skewed my perception of what I want to do. And that's not what would have happened by just doing coursework." (Andrew, L6)			EXPANSION OF LEARNING
	"With the metrics because you're almost working to what you have to do rather than what you want to do. And I suppose there's a sense of survival and your job survival out of it. If you don't do that and you don't do a good job you're at risk. Because you've got objectives you have to meet and you've got targets that you've got to meet. And that's part of your job." (Teresa)	"I think it's programme delivery changes. So when the [governing body] makes decisions about which programmes to push like the secondary schools programme or Just Play. That has a knock on effect on our priority areas and the aspects of each FDOs work that will deliver the greatest return on time investment." (Callum)	METRICS & TARGETS
	"They meet their metrics as well because they're getting a really good deal out of this. A lot of their metrics are achieved with the students doing the work. So actually there's a pretty good long term impact on the partners as well who are then been seen higher up their chain as achieving really good things." (Teresa)	"The nature of the industry is that if you don't hit your targets you could potentially lose your job. So that is always at the back of the mind of any FDO so they have to sometimes make decisions around what you put into different areas and there will be some programmes where you've tried to get a project off the ground and you have to eventually just say that's not going to work. I need to put my resource in something else." (Callum)	METRICS & TARGETS
	"I have found in my experience of job interviews and working at different organisations that. You have to have a very strong self belief that that you are the right person for that role and that. Because it's a very. Sort of cliched but dog eat dog world with football. I think. There's so many people going for the same sorts of roles. They want	"The last person we hired in my department we already knew him from work experience and we knew that he knew what he was supposed to be doing and then develop on that." (Ellie)	PAST EXPERIENCE

	people who will come in and say I'm the best person for this job. Whereas I don't think it's necessarily like that with other organisations. Because I've worked it in other organisations and it didn't really it didn't feel like it. It wasn't necessarily about kind of having a certain ego or sort of kind of confidence to it. It was about right. Okay well this person looks like the best person for the job. You didn't feel like you need to go in there and put on a show and say I'm the best person right now. You should employ me. So I do think the football industry is different" (Rachel)		
	"I've learnt a lot of lessons working at the university but also coming from another background as well where I've worked at the County FA. And I've had students applying for positions at the County FA. And they don't know they don't know how to do job applications." (Rachel)	"Working in a county FA is very different from working in a professional club in different departments and stuff I think from a county FA perspective, you've almost got to get that like. There's a big sort of there's big political factors that that influence it. So like board members and committee members and subgroup members don't always have the agenda of developing football. Sometimes it's more about their own personal. They want more power. They want to feel more powerful." (Paul)	PAST EXPERIENCE
	"From my point of view having come from industry and seen the benefit of working obviously with student volunteers and things like that to me now working at the university I think it's part of the job. Yes I think it can sometimes make it harder and a bit more complicated than if we didn't find those situations or scenarios for them. But at the same time I don't necessary I don't think we're giving the students the fairest chance of becoming employable. If we then don't do that. Because I think. There's only so much they can learn in a classroom. So I think it's kind of we have a responsibility to seek out these opportunities. And from my point of view as well that's something that's an element of the job." (Rachel)	"For a recent role we've just recruited to we had 75 applicants and all 75 of them I would probably class as being employable. They all did enough to say we could employ them and they had the basic ingredients required for that. But then I think what I would then sort of maybe consider would be the above and beyond above the minimum standard which is going to help you stand out from the crowd." (Callum)	PAST EXPERIENCE
		"I can only speak from my background and the students that we have that work with us or have worked with us in the past. And I think that I personally wouldn't have that job. So I did a placement when I was at university. And then once I finished university I then got this job alongside some volunteering. I personally don't think I would have got that this job if I didn't have that one year experience because obviously set me aside. And also from the students that have worked with us in the past. Those that the ones that sort of seek out opportunities and try and try and do extra with us alongside their	PAST EXPERIENCE

		projects or alongside their work seem to be those that go on and get full time jobs quicker and get paid employment." (Paul)	
		"I was quite lucky that we were quite similar in terms of we all wanted to be the best at what we were doing. And then that's sort of when I got into my first lectures with the course cohort that sort of attracted me towards the people that are quite similar to me who were going out there doing more things being more proactive. So I don't know if there's sort of like something to do with the people you surround yourself with as well will help you to motivate to do these extra things." (Anna)	PAST EXPERIENCE
		"I think for me it started when I was at university and they were really massive on employability and getting on LinkedIn and also your placements. And that sort of stuck with me since. So obviously I did a placement year and I was volunteering in football when I got this job. And then I probably had a period of being in the job for six months get my feet under the table and then I was like right what's next? How can I improve? Stuff like doing a Masters. I'm also on the board of Governors at school. I'm a coach on a voluntary basis and I coach for Saints Foundation as well. And I just think that I'm always trying to do more so that I can be more employable and you know better prepared for my next step." (Paul)	PAST EXPERIENCE
		"When I started I based my opinion on students that were going to seek out these opportunities and I based my expectations on my own personal experience. I expected them to be how I was. And that wasn't necessarily the case. For whatever reason. And I think. I think you quickly change that perspective so you understand what you're going to get some students are really good and are really keen. But you're also going to get some that are lazy and potentially feed into this stereotype of students as it were" (Paul)	PAST EXPERIENCE
		"It might also be down to motivations and being aware of the reality of the challenges of getting projects off the ground and being burned by the situation in the past. And then therefore like I said motivation drops." (Callum)	PAST EXPERIENCE

PHASE 3: CREATION AND MAINTENANCE OF EMPLOYABILITY CULTURE

ORGANISING THEME / CRITICAL INCIDENT GROUP (2) – THE TENSION BETWEEN THE IDEAL AND THE REALITY

RAW DATA EXTRACTS			BASIC THEME
STUDENT	**TUTOR**	**PRACTITIONER**	
"I feel like it would be best to work independently. Because if you're with someone else you may sort of. Say if you had one really extroverted person and one really introverted person the introvert may just let the extra extroverted person take all the work. But if you want to do that you want to get something out of it. And I feel like if you're with someone who you just sort of rely on to do all the work and you just slip under the radar and just don't really much I feel like you're going to not really get as much out of it as you would if it was just you. As much as I'd hate it for the first few days. That's life." (Kyle, L4)	"My expectations have definitely changed since sort of being at the university. Because I think you become more aware of sometimes the battle with the students. Like my expectations initially kind of from the very kind of inception of the initiative it was that students would behave in a professional manner. They would they would work effectively with partners. They would attend sessions on a weekly basis. They would collect data. Like I had so many expectations of the students about what I thought they could do and what I expected them to do. And then I think as times gone on I've realised this is maybe not realistic. As a lecturer you realise that sometimes you're fighting a losing battle and. And so I think perhaps I've lowered my expectations" (Rachel)	"I'm an employer in the football industry. They should see me as someone they want to impress if they want to work in this environment. So that's a really interesting point about networking. It's not necessarily about getting out there and finding people and meeting people. But often it's put on a plate for them as part of their course. It's like here's an opportunity to impress on a future employer in an industry where there are limited opportunities to work. And that is simply not grasped by any means by a lot of the students that I've come across." (Callum)	EXPECTATIONS OF OTHERS
"I think it depends on entirely on the group and on the individuals. For my group it worked really well because all of the students I'm working with I have been able to know much more closely and I know that they are organised. When we say we're going to do something we're going to do it. Everybody is being responsible to do the role they have to the group that they're going to play. And everybody is doing what he is expected to do when he's expected. And all of us were engaged in the project. But as I was probably that's just how I see it from from others that they probably forgot their handbook and forgot to do the task they were supposed to do" (Michael, L5)	"With the group project work I'd say the short term outcome is is obviously them being involved with a real world project. And working as part of a team. And then that's a very sort of basic level. So it might just be them working through the project brief and sort of almost them sort of sussing out exactly kind of how that looks for them. But then the long term outcome is that the skills that they develop as part having part of that project and working as part of a group. Those skills are transferable. And desirable for employers as well." (Rachel)	"And a lot of the students that come back they show a real interest straight away. They really came straight away. And then for whatever reason that might be that interest just dies down. And I think that's I think that's the biggest thing. You get the initial interest from some but then very few then carry it on. And that might be a lack of understanding about what we're offering what the role entails and whether that then doesn't match what they wanted to get out of it." (Paul)	EXPECTATIONS OF OTHERS
"It depends on on the individuals in the group entirely. And I think that if one individual is not doing his job he's going to deteriorate the work of all the other members of the group" (Michael, L5)	"The problem I think we find is that there's so much out of our control. And in our heads. If we were in charge of everything everything would be running perfectly. But that's not real life. Because we're working we're working with clubs we're working with different organisations and it's insanely frustrating because all of a sudden a club could just drop off the radar. And then that's it, that's a project just thrown up into the air. And then you've got students who are really keen to do something and then you just need to find a way to find a new club or organisation for them. And then it's all presents an	"As practitioners it's a massive frustration for partners that want to work with the university because you buy into the university and expect you know to have access to every member of staff and department at the university. So if I work with the sports courses I expect to also work with journalism with media and so on. And then we think as well that if we work with you then we might get access to facilities but then we find out that facilities is a different department so we can't just assume that we have access and there are different people we need to liaise with" (Callum)	EXPECTATIONS OF OTHERS

	element of kind of disorganisation, which is completely unavoidable, unavoidable. I don't think the students see that. I think they just like. Oh, it's just badly organised. But that's real life. Like if a club pulls out it's unavoidable sometimes. Or if an event gets cancelled or whatever else like those things can't be avoided." (Rachel)		
"It's hard with different people because different people work. Everyone works differently. Some people leave it to the last minute because their best work is when they're under pressure. And some people want to do it early and not everyone's on the same page" (Archie, L5)	"It frustrates me and to a certain extent I get quite angry and cross about the fact that they then don't engage in it and then they moan about it. We've offered it to you. It's your responsibility to engage. We can't force you but it's there. Don't complain about it. They know if they want a placement or they want to go and do voluntary work they've got to have good attendance they could have a good record. They need to be the right kind of person so they know all of that. And the fact that they then complain when they don't get put forward for the job. Yes. We're taking the responsibility to give it to you. But you have to take the responsibility to take that." (Teresa)	"On paper and in principle a partnership sounds great but then you're faced with the reality. And that's what makes it difficult to see the benefit in continuing those relationships." (Callum)	EXPECTATIONS OF OTHERS
"You feel drained after doing if you've done it yourself or it's supposed to be a group, there's six of you, you should be able to each complete certain things. So I do think it can add to it. But once you get to the point you're doing a whole lot of work that you shouldn't have that you don't want to do because it wasn't your job to do it in the first place. It takes away and you feel like you kind of take it lazily a bit depending on to each person. So I think it can either gain from it because you're doing extra work and you're trying your best or depending on how you look at you're annoyed and you don't want to. So probably a bit of both. Because you still want to do well. So. For me personally it takes away from it because I feel like I'm I don't want to do it at that point. You get annoyed." (Archie, L5)	"Relationship with our partners as well. Because we can't always do things that the timescale that they want and they can't always do them at the timescale we want. And I think sometimes that can cause friction. So there's there's an issue there sometimes with friction between people. I think this causes some friction between teams." (Teresa)	"It gives us a delivery workforce to support with our projects. But that is heavily reliant on the students completing those project tasks and doing them to a standard that is or what we perceive to be a standard of what is expected. So I think at times when that doesn't happen it becomes less of a focus for us" (Paul)	EXPECTATIONS OF OTHERS
"As much as I'd rather be in the field with like with a group who I could rely on if they can't rely on them just the whole thing kind of feels man you're doing it yourself anyway. So and especially when you're supposed to be in groups you've got all this other work that you're carrying and having to keep an eye on. So I think if you're only letting yourself down you can do as much of it as you want and at your own speed and you're still learning" (Archie, L5)	"Hampshire FA come in and do the guest lectures or come in to offer tutorials and then we quite often have students saying I've tried to contact my FDO and I can't get in touch and it's kind of almost a disconnect between what happens in the classroom and then actually getting the support afterwards. And we kind of market them as a support mechanism for the projects but I'm not sure the students actually necessarily get that sometimes. So I'm not sure that that channel of communication is necessarily there. And I think that's probably cause they have always been so busy." (Teresa)	"It is about how much trust that you place on those students to do those project tasks. At the end of the day I still have to deliver those projects to be successful at my role." (Paul)	EXPECTATIONS OF OTHERS

"I know if I did poorly I only have myself to blame. This is where I could fix it. Where you might do really well in the group but the rest of them let you down. So I'd rather work on my own" (Archie, L5)		"I found that a lot more stressful than I think what it intended to be. It was a case of if the students weren't doing anything then we wouldn't hear from them and then you'd get to the next meeting and they hadn't achieved anything. And I sat there like why have I been spending I guess a lot of time you know contacting clubs for you and trying to get people to understand what your project is. I guess it was frustrating." (Ellie)	EXPECTATIONS OF OTHERS
"With the group it's a bit harder because everyone. Everyone's got their own thing their own agenda going on so everyone's doing their own thing. So some people in the group are more likely to help" (Archie, L5)		"There have been some good students. But they might be in a group of four or five others that weren't good. And it goes right back to what we were saying earlier about having the right people around you. Inevitably if you're the only one in your group that's doing the work and everyone else is even not contributing or saying don't worry about it it's not worth it to do it this way whether that that would impact on that individual as well. Whereas if you could handpick those keen top few students and put them together they'd have a better experience and they would probably provide better results back as well."	EXPECTATIONS OF OTHERS
"I think one of the things I think is you need to know that the people that you're working with are willing to work at the same level as you. And that's one of the biggest challenges I've found with uni as well. So Yes. Yes. It's important to do that as long as you know that they're willing to act to the same level. And so they've got the same understanding as you. I think sometimes it can be really a hindrance if you work with someone that if it was forced it could be an issue. I think if someone is really not bothered about what you do or doesn't care and you don't get on with as well I think that can be a big issue. But yeah I think it's more an upon yourself thing. But that doesn't really happen because everyone falls into the comfort zone and I do it myself as well. Unless you can find someone who is looking for the same kind of grade as you" (Stuart, L6)		"I think the structure has been getting better and better each time. I think as all parties worked together for longer I think there was a better connection in terms of understanding of what we as practitioners do or want to achieve and how that can be put across students on a consistent basis and a fair basis across the different projects as best we could manage it. And consequently the communication has got stronger as well at least at ground level." (Callum)	EXPECTATIONS OF OTHERS
"Sometimes it took a while to hear back. I remember one time I had to chase up a couple times and I was waiting about 3 or 4 weeks to hear something from him so I don't know if he was always busy or whatever. I think that was sometimes an issue." (Stuart, L6)		"The fact that some of them simply don't want to be there. That makes it difficult. And then you get demotivation on both sides." (Callum)	EXPECTATIONS OF OTHERS
"[working with others] was something I need to learn myself. So it was challenging for my for myself as well. I had to I remember I had to talk to my manager about it and all the ways to manage people. How was the best			EXPECTATIONS OF OTHERS

way to like to encourage them to talk to them. You know what I mean? Like to try to push them. I don't know. I think there is never. I don't know it's always at work at school I think it will always be a challenge for everyone." (Mel, L6)			
"I've learnt from that, that I choose my group now. And I learnt that I don't like to work with people outside. I want to work with the people now that I know. You know what I mean. Like because at the beginning we didn't know each other in our first year. Second year we were getting to know each other. But at the moment that made me know about who do I want to work with who I don't. So I think picking the people you want to work with it will make it easier." (Mel, L6)			EXPECTATIONS OF OTHERS
"If I had something to say about it between the Hampshire FA and their support like they should be more organised in terms of for example or myself I think I'm more active, for example and somehow I will know what to do. What was the next step to do?" (Mel, L6)			EXPECTATIONS OF OTHERS
"I'm quite happy talking to people. But again that's probably a skill that has improved a lot while I've been at uni. I remember at college everything was just independent work and I never really had to talk to that many people. You just get on with it and it's not it's again those soft skills you develop with your degree. I think are just as important." (Andrew, L6)			EXPECTATIONS OF OTHERS
"I feel like sometimes as a sort of triangle if you like it's not always joined up. So your lecturer may not have been aware what a FDO said and they might not be aware of what the lecturer said and as a student you're just kind of trying to pass all the information between them sometimes" (Andrew, L6)			EXPECTATIONS OF OTHERS
"You don't necessarily know what each others strengths and weaknesses are so there's a lot of finding out to do. And obviously how motivated people are. How diligent they are and what they want to do. Obviously you don't know that until you meet them. I think sometimes maybe you've got a bit of a reliance on people who don't necessarily want to work as hard as you and then your grade can suffer as a result of that" (Andrew, L6)			EXPECTATIONS OF OTHERS
"I think it is important to work in a group. But I think maybe there was sort of clearer minimum expectations of what the group should achieve. Because I think especially first year students will do the absolute minimum that they need to do. Which doesn't lend itself			EXPECTATIONS OF OTHERS

to necessarily learning as much as you want. And that can be frustrating. And then you're not working as hard because you are not motivated. So working in the group. Yes. Because that's what you have to do when you leave uni. But maybe if there was a certain expectation." (Andrew, L6)			
"There will be some meetings some requirements to go out and volunteer probably it won't be easy to fit the timetable because a lot of people are doing a lot of different things. And people will need to adapt and to plan their day their week their month to be involved fully in all activity" (Daniel, L4)	"The biggest negative [of guest lectures] is that the amount of time it eats into your workload." (Teresa)	"To take people on short term placements is really difficult because the amount of time that it takes to get people up to speed makes at times can make the placement pointless to both parties really. And it's more work to get someone to do something than it is to do it ourselves. And we're in an industry where we are time poor. That's a real issue that's a difficult thing to overcome." (Callum)	WORKLOAD AND TIME PRESSURES
"We've got other things to do as well. And so if we are to do that it might be. People might see it as an extra workload. You have to go and do it"	"The pressures of workload. The pressures of having to try and fit things around other things and make them all work together. So not necessarily workload but trying to juggle kind of what's going on in one module compared to the next module. For us trying to keep the continuity between the three years of study can be a short term impact on staff. You've got the marking." (Teresa)	"With the larger student numbers there was a demand for more projects more staff." (Callum)	WORKLOAD AND TIME PRESSURES
"As I'd love to do it. I think it would be a barrier. Especially when we're coming towards Christmas time when we've got exams and we've got revision we've got to be doing and all our deadlines start creeping up on us. But as a whole I'd personally enjoy it. But if I'm talking about the collective I think yes it [gaining experience] probably would be a burden. I think some days you'd really like it then others you'd be like oh bloody hell I've got to go and do that again" (Kyle, L4)	"I think it's very much dependent on what each of us is doing and also at the time of the year as well not just what's going on. I think communications always going to possibly drop when we know we're coming into marking periods or ends of year or not. I think it's a fine line that it's a fine balance to try and get communication and being that conduit perfect because I don't think you're ever going to find it" (Teresa)	"I do think the numbers got a little bit out of control over the time and it diluted the message in a number of ways in that we had to keep thinking of more and more projects. So we were you know we were creating projects for projects sake. So therefore the quality of that project the content of that project wasn't that good on occasions. And that's partly because of the numbers and partly because of the return on investment of time wasn't high enough to continue to push that investment of time into them." (Callum)	WORKLOAD AND TIME PRESSURES
"I would hope that the university understands that the main priority is academia and work. And wouldn't put too much of a burden on us. However if it was up to me so if I could choose I might just go sort of down once a week or sort of like. It would always be academia is more important. But I would still give it a good go. Maybe it was optional. I only wouldn't turn up on a week if I absolutely couldn't. And I was bogged down with work. But if it was compulsory I would hope the university wouldn't understand the fact that we still need to do work" (Kyle, L4)	"I think there is also academic burnout in terms of they start the year with a high but as they get towards the end of a term it's been a long haul term they don't get a break. Especially first years they're not used to it. Communications always going to be difficult. And half of them they don't read their emails they struggle with e-mail communication and you know." (Teresa)	"One of my former colleagues and some challenges he had with the students and he said that one particular group of students just seemed to always say they'd got exams coming up or coursework and therefore couldn't do the project work and so on. And I think that just really emphasises the attitude of some." (Ellie)	WORKLOAD AND TIME PRESSURES
"[work related experience] would be amazing until we sort of got to exams and start to get bogged down with deadlines approaching. And then it would almost feel like	"When I was working at the County FA I worked with universities up north and worked with academic staff teams to talk through how they could develop industry		WORKLOAD AND TIME PRESSURES

you've got a lot of deadlines. You've got all the work that you need to do and you've got some volunteering that is volunteering but its mandatory. You need to do the volunteering but if its volunteering it shouldn't be mandatory. It should be fun. And then you're going to go in with the wrong mindset if you were forced and you had a lot of busy schedules as it is. And then you're not going to enjoy it and not going to gain what you should out of it is going to be more of a sort of like a burden and more sort of like a chore than anything else." (Kyle, L4)	contacts. And there's ways to do it. It's just like. It will require more groundwork if you if you don't have those contacts. And like I said it is about the effort that you put into these things. So if you're willing to put a bit more time into building the foundations essentially then I think that's completely doable. And then I think some people are looking for an easy life. So it depends on how much how much work you want to make for yourself." (Rachel)		
"Being involved in the industry like real life because most people for me don't value the opportunities that are put on that are presented because they have to do the work and they don't want to do it. They don't want to bother. They don't want to waste let's say their energy because they don't think it's valuable. So. For me I think that a lot of people don't value volunteering because it's not paid" (Michael, L5)			WORKLOAD AND TIME PRESSURES
"It being a part of the course as long as it doesn't. I think as long as it doesn't add more work to the course as in like we would normally be then I think it's a good idea" (Archie, L5)			WORKLOAD AND TIME PRESSURES
"I think the focus is definitely getting a good grade. I think more so I think it's just because the grade affects them more than it does the actual project being a success. Like if the project is a success you get congrats a pat on the back but that isn't going to get you a degree where the grades will. So I think the main focus of everyone or almost everyone is getting making sure it does well. But the main. You want the good grade. So I think that's the focus." (Archie, L5)			WORKLOAD AND TIME PRESSURES
"But when you still got your dissertation and everything to write I think it's hard to focus on those even though it does definitely matter. What matters I think probably a lot is building contacts to make yourself more employable. I think because by the end of it by the end of your degree when you've got thousands of other people applying for similar jobs you need to find something that puts you out from the others. Yeah I'd say personally I should be doing a little bit more. And I know it's one of those things that I say okay I'll get to it I'll get to it but when you've got other uni work it can be tough." (Stuart, L6)			WORKLOAD AND TIME PRESSURES
"I think that it probably is enough time to do it but it just seems quite daunting when there's a lot on." (Stuart, L6)			WORKLOAD AND TIME PRESSURES

STUDENT	TUTOR	PRACTITIONER	BASIC THEME
"Right now I'm more focussed on my my degree even though in university it sends me some vacancies you know for this club has contact us for this job. I still have a look. But I'm not going to apply. I'm not going to waste it's like one or two days filling out the application because I have assessments to do. And in the end of the day if they take me I may not be able to finish my degree. So at the moment I rather to finish my degree" (Mel, L6)			WORKLOAD AND TIME PRESSURES
"It's no additional workload. It's just a different style of working. So I don't think we ought to work any harder. In fact I think it's quite refreshing because you're not sat in front of your laptop all the time. You can be proactive and go out and do things" (Andrew, L6)			WORKLOAD AND TIME PRESSURES

PHASE 3: CREATION AND MAINTENANCE OF EMPLOYABILITY CULTURE

ORGANISING THEME / CRITICAL INCIDENT GROUP (3) –THE ROLE OF DIALOGUE AND UNCERTAINTY IN PERSONAL TRANSFORMATION

RAW DATA EXTRACTS			BASIC THEME
STUDENT	TUTOR	PRACTITIONER	
"I sort of like you know you can be taught on paper through a very sort of formal way of teaching but you can also be taught by someone who's done it and actually experienced it" (Kyle, L4)			INTERACTION
"Because there's like thirty of us in the class and you're not going to get on with everyone and similarly you're not going to get along with everyone in life. So I feel like a practical session where you have to deal with people who are maybe a bit be a bit disruptive or be a bit. Sabotage your session. I feel like that helps a lot because as much as it's annoying I feel like it helps you in future because not everyone is going to listen to you and stuff" (Kyle, L4)			INTERACTION
"I think we work in groups because especially for our course it's not through it's not an individual sport is a team sport and even if you go into the business side on the business course, you're going to have to work with people. You can't work on your own. It's not an industry where you can do it by yourself. And I'd like to think I know why you make us work in teams we don't know because when when you eventually get a job you're not going to know everyone you're going to have to have the confidence you're gonna be able to you're going to have			INTERACTION

to be able to work in teams where you don't know who they are and you're maybe not comfortable with people or you might not even like some of the people who in but you're going to have to do it because if you don't that's just one example of bad employability skills. Yeah. I know why you do it. I just don't necessarily like them." (Kyle, L4)			
"I don't think having a group project I don't think would help in the sense of. It's unlikely that you're going to go into a club where you already know people in there. It's very likely that you're going to go and a club and you're not gonna know anyone. So I feel like if we had groupwork to do with the leadership it wouldn't really give us the same experience because we could just sort of like stay together and not really mingle and not get the most out of it. Whereas if we were all separate we'd have to talk to people. We would have to talk to we would have to be confident in groups on our own and handle maybe kids or maybe adults depending on what club you go to. I feel like the group learning wouldn't exactly help for the leadership." (Kyle, L4)			INTERACTION
"When you get more involved in the conversation and into the project and you get more insight into the projects and you feel like you feel like you're playing a more important role and that the work that you're are doing is important and you feel more. Probably you feel more responsibility towards what you're doing and you're able to share your ideas with them and hear what they think about it and just get feedback. While in the guest lectures, you're standing there. Yes, you can learn. You can learn a lot, but it's not practical" (Michael, L5)			INTERACTION
"There's probably more stuff with the [industry partner] than I could have done but that I didn't because it's a learning experience too. So it's the other classes because trying to balance it and not try and essentially make excuses but it's my own fault for it. And. I mean I didn't do because maybe I didn't know the opportunities I could get from it or where it could take me sort of thing and so I think I had other things to focus on other things" (Archie, L5)			INTERACTION
"It is important to know about the environment of what you're going into and what's out there as well so that you know what to apply for what you can find out what you want to do. Because if you know what that job entails sometimes the job description or the job titles don't			INTERACTION

really show what it is I think. I never knew what a player liaison officer was before I went and it didn't sound like something that would interest me. But then when I read more about it that sort of interested me. Yeah and skills are important but I think knowing the jobs and knowing what they entail is maybe overlooked a little bit." (Stuart, L6)			
"It was quite nice to see what [named practitioner] did as a football development officer. And I don't think it was a bad experience I think the way it was set up was good it was just working in that area I kind of already knew that wasn't for me and maybe that's why I didn't enjoy it as much. If it was the same sort of set up but in something else I enjoyed more to do with my career plans then I think I would have enjoyed it a lot more." (Stuart, L6)			INTERACTION
"In terms of opportunities it was good to see actual development officers in and hear from them. When we got to running the event that was that was that was quite fun as well actually. You could definitely see the real life struggles that they would have as a local FA getting people on board to this. And it's definitely quite eye opening especially when you can write a report like I did and suggest all these things to improve. In theory that's great but when you actually put it into action you can really kind of see why they might be struggling and how hard it is and. For example it took quite a lot of persuading people to like sign up to this PlayOn website. And so it showed me that it is a lot harder to do than it comes across in theory. So that was quite interesting to learn about that" (Stuart, L6)			INTERACTION
"Speaking to [named practitioner] and people that work in the industry again just really the practice of having a contact there we could ask him a lot about what was going on and speaking quite closely to him. And. We had to update him on how it was going and stuff like that I met him a few times. And just feel that's very synonymous with many businesses having to meet up with someone someone higher up to tell them how it's going. So I think just getting into practice of that kind of stuff was very helpful." (Stuart, L6)			INTERACTION
"One to one kind of interaction. Because a guest lecturer will come and we'll speak to a hundred guys in there whereas for for the Hampshire FA we had a person that will follow our group for instance. And therefore you			INTERACTION

have to interact one to one. And that that was really good" (Salvatore, L6)			
"I think if you get the same message [about employability development] from lecturers. And we do. But if you get that message all the time. You almost switch off to it. You recognise it's important. But you just go oh yeah. And forget about it. Whereas if you see someone come in from where you want to get to saying this is how I did it. You kind of have to listen." (Andrew, L6)			INTERACTION
"We've done lots of groupwork projects as well. Which I'd say is an example of real world learning because it's very rare that you just work independently." (Andrew, L6)			INTERACTION
	"we see the benefit and we know that the students can really benefit from these opportunities. And it's very frustrating that sometimes they don't see that." (Rachel)	"Sometimes I get the sense that a lot of students aren't interested in football development and therefore aren't engaging in the project work that we're setting out for them. I mean do you ask them where they want to be in three years time and are they saying they want to work in football development? If so that's great. But if not then I'm not sure how much positive impact we can have or what we can offer." (Callum)	SELF-DOUBT
	"We haven't sussed out kind of how we how we manage behaviour. I think that's that's why I think my expectations are low. It's that why just find so many barriers. For instance if a partner advises us that a student hasn't conducted themselves properly all we can do is say sorry. And yet we are getting them involved in real world learning which has real world consequences. If they don't turn up to something the session doesn't run. Or if they don't do something something doesn't progress. So there are real consequences to it. But I don't think they necessarily see that because they see that we can't act we can't give them the consequence. That's really frustrating" (Rachel).	"I guess when I reflect on that now maybe I was a bit unsure of what I was even doing. But that was down to me you know to teach myself beforehand as to what its all about what's required of me." (Ellie)	SELF-DOUBT
	"We've seen different success rates in different years. And so I don't know that if that's down to the cohort. I don't think it's down to the project. I don't think the projects have kind of changed enough that we could put it down to that. But the students don't engage enough with the opportunities available to them. I think they almost. I think some cohorts see as this is such a great opportunity. I can get real world experience. And we've had some like like kind of incredible kind of feedback from the students to say what good opportunity it was for them. But then we have some cohorts who may see it as a tick box exercise they have to do pass the module.	"When I first started on the programme you are pretty much at the deep end. There's not always necessary learning and understanding from the FDO of what's expected of them and what needs to be done." (Paul)	SELF-DOUBT

	And that's what we don't want them to see as we want them to see it's like a really great opportunity for you to get involved and to learn these skills and to work with this partner. And you can be working with an FDO who's gonna give you the kind of the support you need and everything else. And. That's the frustrating thing." (Rachel)		
	"I think we've done nothing but develop it to be as organised and well run as possible. So you would think that would then reap the rewards. But it hasn't." (Rachel)		SELF-DOUBT
	"There's lots of good things for their CV when they engage with it but this is the thing you can lead a horse to water but you can't make it drink. Sometimes I feel like we're wasting our time but if one or two students picked up on it then it's worth it. Sometimes I think for the other 90 percent who can't be bothered I'm like really we're doing all this to help you and you don't get it you're just ignoring it. But you can only do what you can do." (Teresa)		SELF-DOUBT
"My opinion is that the more challenges you will face now and the harder it will be now the easier it will be like in real life in the real working environment. And you need to make faults now and be prepared for them" (Daniel, L4)			PRACTICE
"I sort of like applying what we've learnt to an actual thing we'd do. So it makes more sense. It's sort of like doing the practice versus the theory" (Kyle, L4)			PRACTICE
"If you have done it before. I'd already sort of know what to do next if I don't have a clue" (Kyle, L4)			PRACTICE
"I believe that you learn better by doing it yourself and making a mistake and just learning from that mistake and not repeating it again" (Michael, L5)			PRACTICE
"Doing practical learning is probably the most valuable one and the most important because everything that you do just sounds more when you go into the future you won't make the same mistake. Just doing these things you know that you won't repeat them. And of course you're going to make mistakes. And it's one thing to hear about something. And it's quite the other to do it. I think there's a difference between doing and knowing" (Michael, L5)			PRACTICE
"Personally for me I learn better from like if I see someone do it or I see it I do. I find I do might do better. So being able see like not not always participating but seeing other people do stuff also helped me." (Archie, L5)			PRACTICE

APPENDIX 12: QUANTIATIVE ANALYSES

THE MEANING OF EMPLOYABILITY

RAW DATA SOURCE: STUDENT QUESTIONNAIRE, Q1

TOOL: NVIVO12 - WORD FREQUENCY QUERY

DETAILS: 30 most frequently used words (exact matches) with minimum length 3. 20 stop words applied: and are employability for how into like means people person someone that the this what which with would you your.

FHEQ L4			FHEQ L5			FHEQ L6		
Word	Count	Weighted %	Word	Count	Weighted %	Word	Count	Weighted %
job	16	4.06	job	16	5.3	job	13	4.53
skills	9	2.28	skills	7	2.32	skills	12	4.18
being	6	1.52	ability	6	1.99	ability	6	2.09
attributes	5	1.27	certain	6	1.99	having	6	2.09
employer	5	1.27	work	6	1.99	employable	5	1.74
ability	4	1.02	being	5	1.66	work	5	1.74
can	4	1.02	having	5	1.66	being	4	1.39
employable	4	1.02	experience	4	1.32	employers	4	1.39
employed	4	1.02	suitable	4	1.32	capable	3	1.05
get	4	1.02	attributes	3	0.99	desired	3	1.05
attractive	3	0.76	effectively	3	0.99	employer	3	1.05
best	3	0.76	has	3	0.99	environment	3	1.05
employment	3	0.76	level	3	0.99	fit	3	1.05
experience	3	0.76	likely	3	0.99	role	3	1.05
having	3	0.76	role	3	0.99	suitable	3	1.05
knowledge	3	0.76	working	3	0.99	working	3	1.05
prepared	3	0.76	able	2	0.66	able	2	0.7
show	3	0.76	achieve	2	0.66	academic	2	0.7
want	3	0.76	can	2	0.66	attributes	2	0.7
well	3	0.76	chances	2	0.66	best	2	0.7
work	3	0.76	company	2	0.66	certain	2	0.7
abilities	2	0.51	employers	2	0.66	employed	2	0.7
able	2	0.51	environment	2	0.66	experience	2	0.7
applying	2	0.51	get	2	0.66	has	2	0.7
area	2	0.51	getting	2	0.66	likelihood	2	0.7
career	2	0.51	jobs	2	0.66	make	2	0.7
degree	2	0.51	knowledge	2	0.66	necessary	2	0.7
employers	2	0.51	organization	2	0.66	oneself	2	0.7
find	2	0.51	paid	2	0.66	qualified	2	0.7
keep	2	0.51	qualifications	2	0.66	specific	2	0.7

RAW DATA SOURCE: STUDENT QUESTIONNAIRE, Q2

TOOL: QUALTRICS – FREQUENCIES

DETAILS: Respondents selected 5 items from a list of 30.

The first table shows the count and percentage of selections for each item across all levels of study.

Q2. Tick 5 items which are most important to you in employability development	Overall %	Total Count
Belief that attributes can be developed	7.18%	42
Awareness of own aims and values	4.27%	25
Confidence in dealing with challenges	8.21%	48
Ability to work without supervision	3.59%	21
Sensitivity to others' emotions	1.37%	8
Ability to respond to change	5.47%	32
Effectiveness under pressure	6.15%	36
Ability to take action unprompted	1.54%	9
Commitment to ongoing learning	4.44%	26
Ability to reflect on performance	4.10%	24
Recognition and retention of key points	1.20%	7
Ability to use numbers accurately	0.34%	2
Ability to access different sources	0.68%	4
Possession of more than a single language	1.03%	6
Ability to work efficiently	9.74%	57
Ability to deconstruct a problem	2.39%	14
Ability to think laterally	1.71%	10
Ability to focus attention to key points	2.05%	12
Clear explanation	3.42%	20
Awareness of global issues	0.85%	5
Ability to use computer software	0.85%	5
Understanding of organisations and/or business	3.08%	18
Appreciation of ethical and moral issues	2.05%	12
Ability to rank tasks by importance	0.85%	5
Ability to set achievable goals	3.42%	20
Using subject knowledge in practice	4.10%	24
Ability to handle complex situations	4.27%	25
Applying suitable methods to find solutions	2.91%	17
Justifying a point of view	1.03%	6
Working constructively with others	7.69%	45
Total	100.00%	585

The second table shows a cross tabulation by level of study to show how the count was distributed across levels.

Q2. Tick 5 items which are most important to you in employability development	FHEQ L4	FHEQ L5	FHEQ L6	Total Count
Belief that attributes can be developed	40.48%	30.95%	28.57%	42
Awareness of own aims and values	36.00%	32.00%	32.00%	25
Confidence in dealing with challenges	41.67%	33.33%	25.00%	48
Ability to work without supervision	23.81%	28.57%	47.62%	21
Sensitivity to others' emotions	37.50%	37.50%	25.00%	8
Ability to respond to change	37.50%	34.38%	28.13%	32
Effectiveness under pressure	36.11%	36.11%	27.78%	36
Ability to take action unprompted	33.33%	22.22%	44.44%	9
Commitment to ongoing learning	38.46%	34.62%	26.92%	26
Ability to reflect on performance	16.67%	37.50%	45.83%	24
Recognition and retention of key points	42.86%	0.00%	57.14%	7
Ability to use numbers accurately	0.00%	50.00%	50.00%	2
Ability to access different sources	75.00%	0.00%	25.00%	4
Possession of more than a single language	66.67%	33.33%	0.00%	6
Ability to work efficiently	26.32%	31.58%	42.11%	57
Ability to deconstruct a problem	42.86%	14.29%	42.86%	14
Ability to think laterally	40.00%	20.00%	40.00%	10
Ability to focus attention to key points	33.33%	33.33%	33.33%	12
Clear explanation	35.00%	35.00%	30.00%	20
Awareness of global issues	20.00%	40.00%	40.00%	5
Ability to use computer software	20.00%	40.00%	40.00%	5
Understanding of organisations and/or business	50.00%	11.11%	38.89%	18
Appreciation of ethical and moral issues	25.00%	50.00%	25.00%	12
Ability to rank tasks by importance	0.00%	40.00%	60.00%	5
Ability to set achievable goals	55.00%	25.00%	20.00%	20
Using subject knowledge in practice	41.67%	29.17%	29.17%	24
Ability to handle complex situations	40.00%	28.00%	32.00%	25
Applying suitable methods to find solutions	35.29%	41.18%	23.53%	17
Justifying a point of view	50.00%	33.33%	16.67%	6
Working constructively with others	31.11%	26.67%	42.22%	45

The third table (see next page) shows a manual edit of the data to determine the distribution of respondents' 5 selections across the 3 broader categories of personal qualities, core skills and process skills. The final columns indicate which of these aspects of employability each respondent orientates to.

ID	Level	Belief that attributes can be developed	Awareness of own aims and values	Confidence in dealing with challenges	Ability to work without supervision	Sensitivity to others' emotions	Ability to respond to change	Effectiveness under pressure	Ability to take action unprompted	Commitment to ongoing learning	Ability to reflect on performance	Recognition and retention of key points	Ability to use numbers accurately	Ability to access different sources	Possession of more than a single language	Ability to work efficiently	Ability to deconstruct a problem	Ability to think laterally	Ability to focus attention to key points	Clear explanation	Awareness of global issues	Ability to use computer software	Understanding of organisations and/or business	Appreciation of ethical and moral issues	Ability to rank tasks by importance	Ability to set achievable goals	Using subject knowledge in practice	Ability to handle complex situations	Applying suitable methods to find solutions	ustifying a point of view	Working constructively with others	Personal Qualities Total	Core Skills Total	Process Skills Total	ORIENTATION TO ASPECTS OF EMPLOYABILITY				
																																			PERSONAL	CORE	PROCESS	ASPECT 1	ASPECT 2
1	L5	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	3	0.2	0.2	0.6	Process	
2	L5	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	3	1	1	0.6	0.2	0.2	Personal	
3	L5	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	3	0.2	0.2	0.6	Process	
4	L5	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	2	2	0.2	0.4	0.4	Core	Process
5	L5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	2	2	0.2	0.4	0.4	Core	Process
6	L5	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
7	L5	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	3	0	2	0.6	0	0.4	Personal	
8	L5	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	2	1	2	0.4	0.2	0.4	Personal	Process
9	L5	1	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0.6	0.4	0	Personal	
10	L5	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	1	1	0.6	0.2	0.2	Personal	
11	L5	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	1	0.8	0	0.2	Personal	
12	L5	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	2	2	0.2	0.4	0.4	Core	Process
13	L5	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	3	1	1	0.6	0.2	0.2	Personal	
14	L5	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	2	2	0.2	0.4	0.4	Core	Process
15	L5	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	3	0	2	0.6	0	0.4	Personal	
16	L5	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
17	L5	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	2	0	3	0.4	0	0.6	Process	
18	L5	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	2	2	1	0.4	0.4	0.2	Personal	Core
19	L5	1	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0.8	0.2	0	Personal	
20	L5	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	1	2	0.4	0.2	0.4	Personal	Process
21	L5	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	3	0	2	0.6	0	0.4	Personal	
22	L5	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	1	2	0.4	0.2	0.4	Personal	Process
23	L5	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3	1	1	0.6	0.2	0.2	Personal	
24	L5	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	3	0	2	0.6	0	0.4	Personal	
25	L5	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	1	2	2	0.2	0.4	0.4	Core	Process
26	L5	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0.8	0.2	0	Personal	
27	L5	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	2	1	2	0.4	0.2	0.4	Personal	Process
28	L5	1	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	1	0	0	Personal	
29	L5	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	1	0.8	0	0.2	Personal	
30	L5	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	3	0	2	0.6	0	0.4	Personal	
31	L5	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	3	0	2	0.6	0	0.4	Personal	
32	L6	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	3	1	0.2	0.6	0.2	Core	

#	Lvl	b1	b2	b3	b4	b5	b6	b7	b8	b9	b10	b11	b12	b13	b14	b15	b16	b17	b18	b19	b20	b21	b22	b23	b24	b25	b26	b27	b28	b29	n1	n2	n3	p1	p2	p3	Cat1	Cat2
33	L6	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0.8	0.2	0	Personal	
34	L6	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	3	2	0	0.6	0.4	0	Personal	
35	L6	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	1	0.8	0	0.2	Personal	
36	L6	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	1	0.6	0.2	0.2	Personal	
37	L6	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	1	0.6	0.2	0.2	Personal	
38	L6	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	1	0.6	0.2	0.2	Personal	
39	L6	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	1	2	2	0.2	0.4	0.4	Core	Process
40	L6	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	1	2	2	0.2	0.4	0.4	Core	Process
41	L6	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
42	L6	0	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	1	0.6	0.2	0.2	Personal	
43	L6	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2	1	2	0.4	0.2	0.4	Personal	Process
44	L6	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	1	2	2	0.2	0.4	0.4	Core	Process
45	L6	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	2	1	2	0.4	0.2	0.4	Personal	Process
46	L6	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	2	1	2	0.4	0.2	0.4	Personal	Process
47	L6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	2	3	0	0.4	0.6	Process	
48	L6	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	1	2	0.4	0.2	0.4	Personal	Process
49	L6	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	3	0	0.4	0.6	0	Core	
50	L6	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
51	L6	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	1	0.6	0.2	0.2	Personal	
52	L6	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	3	1	0.2	0.6	0.2	Core	
53	L6	0	1	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	1	1	0.6	0.2	0.2	Personal	
54	L6	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	1	0	0	Personal	
55	L6	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	3	0.2	0.2	0.6	Process	
56	L6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	0	1	0	1	0	2	3	0	0.4	0.6	Process	
57	L6	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	3	0.2	0.2	0.6	Process	
58	L6	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	1	1	0.6	0.2	0.2	Personal	
59	L6	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	2	0	3	0.4	0	0.6	Process	
60	L6	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	3	0	2	0.6	0	0.4	Personal	
61	L6	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0.4	0.6	0	Core	
62	L6	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0.4	0.6	0	Core	
63	L6	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2	1	2	0.4	0.2	0.4	Personal	Process
64	L6	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3	1	1	0.6	0.2	0.2	Personal	
65	L6	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	1	1	0.6	0.2	0.2	Personal	
66	L5	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
67	L5	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0.8	0.2	0	Personal	
68	L5	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	2	2	0.2	0.4	0.4	Core	Process
69	L6	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	1	2	0.4	0.2	0.4	Personal	Process
70	L7	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	2	1	2	0.4	0.2	0.4	Personal	Process
71	L8	1	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	1	1	0.6	0.2	0.2	Personal	
72	L9	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	2	0	3	0.4	0	0.6	Process	
73	L5	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0.8	0.2	0	Personal	
74	L6	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	3	0.2	0.2	0.6	Process	
75	L5	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
76	L4	1	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0.8	0.2	0	Personal	
77	L4	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3	1	1	0.6	0.2	0.2	Personal	

#																																							
78	L4	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	2	0	3	0.4	0	0.6	Process	
79	L4	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	0	4	0.2	0	0.8	Process	
80	L4	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	2	1	0.4	0.4	0.2	Personal	Core
81	L4	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	2	1	2	0.4	0.2	0.4	Personal	Process
82	L4	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	3	0	2	0.6	0	0.4	Personal	
83	L4	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	3	0	0.4	0.6	0	Core	
84	L4	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	2	2	0.2	0.4	0.4	Core	Process
85	L4	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	3	1	0.2	0.6	0.2	Core	
86	L4	1	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	3	1	1	0.6	0.2	0.2	Personal	
87	L4	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
88	L4	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	1	2	2	0.2	0.4	0.4	Core	Process
89	L4	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	3	0	2	0.6	0	0.4	Personal							
90	L4	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
91	L4	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4	0	1	0.8	0	0.2	Personal						
92	L4	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	3	0	2	0.6	0	0.4	Personal					
93	L4	1	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	3	1	1	0.6	0.2	0.2	Personal						
94	L4	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	3	2	0	0.6	0.4	0	Personal						
95	L4	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	2	0	3	0.4	0	0.6	Process				
96	L4	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	2	0	3	0.4	0	0.6	Process				
97	L4	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
98	L4	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	3	2	0	0.6	0.4	0	Personal				
99	L4	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	2	0	3	0.4	0	0.6	Process		
100	L4	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	3	1	1	0.6	0.2	0.2	Personal	
101	L4	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	2	2	0.2	0.4	0.4	Core	Process
102	L4	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	2	0	3	0.4	0	0.6	Process	
103	L4	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
104	L4	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	3	1	1	0.6	0.2	0.2	Personal				
105	L4	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	3	1	1	0.6	0.2	0.2	Personal				
106	L4	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	1	3	0.2	0.2	0.6	Process	
107	L4	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	3	0	2	0.6	0	0.4	Personal			
108	L4	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	3	0	2	0.6	0	0.4	Personal				
109	L4	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
110	L4	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
111	L4	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	2	2	0.2	0.4	0.4	Core	Process
112	L4	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	3	1	1	0.6	0.2	0.2	Personal			
113	L4	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	1	1	3	0.2	0.2	0.6	Process	
114	L4	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	2	2	1	0.4	0.4	0.2	Personal	Core
115	L4	0	0	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	3	1	1	0.6	0.2	0.2	Personal			
116	L4	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	2	1	2	0.4	0.2	0.4	Personal	Process
117	L4	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	3	0	2	0.6	0	0.4	Personal		

RAW DATA SOURCE: STUDENT QUESTIONNAIRE, Q3

TOOL: QUALTRICS – FREQUENCIES

DETAILS: Respondents used a likert type scale to indicate their employability efficacy

The first table shows the count and percentage of selections for each item across all levels of study.

Q3. To what extent are you confident in your ability in the following areas?	Not at all	Slightly	Moderately	Extremely	Total
Communication	0.00%	23.93%	54.70%	21.37%	117
Problem solving	0.00%	11.97%	72.65%	15.38%	117
Teamwork	0.86%	12.07%	31.03%	56.03%	116
Planning	0.00%	26.50%	51.28%	22.22%	117
Organising	0.85%	24.79%	49.57%	24.79%	117
Creativity	2.56%	25.64%	48.72%	23.08%	117
Independent study	0.85%	24.79%	51.28%	23.08%	117
Working with numbers	4.27%	32.48%	47.01%	16.24%	117
Working with technology	1.71%	22.22%	49.57%	26.50%	117
Time management	0.85%	23.93%	51.28%	23.93%	117

Less than 5% choose 'not at all' so this is bucketed in the second table with 'slightly'. This increases the expected count and provides the option to perform statistical analyses.

Q3. To what extent are you confident in your ability in the following areas?	Not Really	Moderately	Extremely	Total
Communication	23.93%	54.70%	21.37%	117
Problem solving	11.97%	72.65%	15.38%	117
Teamwork	12.93%	31.03%	56.03%	116
Planning	26.50%	51.28%	22.22%	117
Organising	25.64%	49.57%	24.79%	117
Creativity	28.20%	48.72%	23.08%	117
Independent study	25.64%	51.28%	23.08%	117
Working with numbers	36.75%	47.01%	16.24%	117
Working with technology	23.93%	49.57%	26.50%	117
Time management	24.78%	51.28%	23.93%	117

RAW DATA SOURCE: STUDENT QUESTIONNAIRE, Q4

TOOL: NIVO12 – WORD FREQUENCY QUERY

DETAILS: The first table shows the 50 most frequently used words (exact matches) with minimum length 3 across all cohorts. 28 stop words applied: about also and are been but chosen class expect for from game get give group groups help into like make not other others personal studied studies study studying

Word	Count	Weighted Percentage (%)	Word	Count	Weighted Percentage (%)
skills	32	2.51	providing	6	0.47
knowledge	20	1.57	able	5	0.39
work	20	1.57	better	5	0.39
develop	17	1.33	certain	5	0.39
more	17	1.33	employability	5	0.39
football	14	1.10	employment	5	0.39
working	13	1.02	management	5	0.39
experience	12	0.94	many	5	0.39
industry	12	0.94	prepare	5	0.39
opportunities	12	0.94	real	5	0.39
understanding	12	0.94	specific	5	0.39
have	11	0.86	ability	4	0.31
improve	11	0.86	area	4	0.31
job	10	0.78	being	4	0.31
world	10	0.78	complete	4	0.31
communication	9	0.71	improved	4	0.31
provide	9	0.71	jobs	4	0.31
course	8	0.63	offer	4	0.31
different	8	0.63	people	4	0.31
gain	8	0.63	teamwork	4	0.31
time	8	0.63	become	3	0.24
can	7	0.55	believe	3	0.24
experiences	7	0.55	career	3	0.24
confidence	6	0.47	degree	3	0.24
employers	6	0.47	education	3	0.24

The second table shows the 30 most frequently used words (stemmed) with minimum length 3 by level of study.

FHEQ L4			
Word	Count	Weighted %	Similar Words
skills	14	2.76	skill, skills
develop	13	2.56	develop, developing, development
employment	11	2.17	employability, employable, employers, employment
football	11	2.17	football
knowledge	10	1.97	knowledge
more	10	1.97	more
work	10	1.97	work, working, works
improve	7	1.38	improve, improved, improvement, improving
opportunities	6	1.18	opportunities, opportunity
understanding	6	1.18	understand, understanding
confidence	5	0.99	confidence, confident
different	5	0.99	different
gain	5	0.99	gain
job	5	0.99	job

able	4	0.79	able
better	4	0.79	better
course	4	0.79	course
experience	4	0.79	experience, experiences
many	4	0.79	many
offer	4	0.79	offer
person	4	0.79	person, personal
become	3	0.59	become
being	3	0.59	being
chances	3	0.59	chance, chances
communication	3	0.59	communicate, communication
giving	3	0.59	gives, giving
have	3	0.59	have
learn	3	0.59	learn, learning
prepare	3	0.59	prepare, prepared, preparing
role	3	0.59	role, roles

FHEQ LEVEL 5

Word	Count	Weighted %	Similar Words
skills	11	3.5	skills
work	9	2.87	work, working
experience	8	2.55	experience, experiences
world	7	2.23	world
improve	5	1.59	improve, improved
providing	5	1.59	provide, provides, providing
studies	5	1.59	studied, studies, study, studying
develop	4	1.27	develop
gain	4	1.27	gain, gaining
industry	4	1.27	industry
job	4	1.27	job, jobs
knowledge	4	1.27	knowledge
time	4	1.27	time
understand	4	1.27	understand, understanding
ability	3	0.96	abilities, ability
communication	3	0.96	communication
have	3	0.96	have
opportunities	3	0.96	opportunities, opportunity
apply	2	0.64	apply
can	2	0.64	can
different	2	0.64	different
employability	2	0.64	employability
independent	2	0.64	independent
learn	2	0.64	learn, learning
management	2	0.64	management
meeting	2	0.64	meeting
more	2	0.64	more
people	2	0.64	people
real	2	0.64	real
specific	2	0.64	specific

FHEQ LEVEL 6

Word	Count	Weighted %	Similar Words
work	15	3.09	work, working
provide	10	2.06	provide, provided, providing
experiences	8	1.65	experience, experiences
skills	8	1.65	skills
have	7	1.44	have, having
improve	6	1.24	improve, improved, improvement
industry	6	1.24	industry
knowledge	6	1.24	knowledge
opportunities	6	1.24	opportunities
employment	5	1.03	employability, employed, employers, employment
jobs	5	1.03	job, jobs
certain	5	1.03	certain

more	5	1.03	more
understanding	5	1.03	understanding
applied	4	0.82	applied, applying
area	4	0.82	area, areas
communication	4	0.82	communication
develop	4	0.82	develop, developed
can	3	0.62	can
complete	3	0.62	complete
course	3	0.62	course
prepare	3	0.62	prepare
qualification	3	0.62	qualification, qualifications
real	3	0.62	real
specific	3	0.62	specific
tasks	3	0.62	task, tasks
world	3	0.62	world
achieve	2	0.41	achieve, achieving
career	2	0.41	career
club	2	0.41	club, clubs

RAW DATA SOURCE: STUDENT QUESTIONNAIRE, Q6

TOOL: QUALTRICS – FREQUENCIES

DETAILS: Respondents used a likert type scale to indicate their orientation to various approaches to their undergraduate studies

Q6. How do you feel about the following statements in relation to your approach to learning?	Strongly Agree	Count	Agree	Count	Unsure	Count	Disagree	Count	Strongly Disagree	Count	Total
I am prepared to change my approach, as and when required	12.96%	14	73.15%	79	12.04%	13	0.93%	1	0.93%	1	108
I find it important to develop my ability to perform different tasks and roles	28.70%	31	64.81%	70	4.63%	5	0.93%	1	0.93%	1	108
I prefer to work with a close group of peers throughout my studies	32.71%	35	47.66%	51	17.76%	19	0.93%	1	0.93%	1	107
I find it important to participate in development activities regularly	15.74%	17	55.56%	60	22.22%	24	5.56%	6	0.93%	1	108
I am willing to independently work on unfamiliar tasks at any time	14.81%	16	51.85%	56	28.70%	31	3.70%	4	0.93%	1	108
I would take the opportunity to obtain all new work-related experiences	26.85%	29	60.19%	65	9.26%	10	2.78%	3	0.93%	1	108

The second table buckets strongly agree with agree, and strongly disagree with disagree for simplified presentation of results

Q6. How do you feel about the following statements in relation to your approach to learning?	Agree	Count	Unsure	Count	Disagree	Count	Total
I am prepared to change my approach, as and when required	86.11%	93	12.04%	13	1.86%	2	108
I find it important to develop my ability to perform different tasks and roles	93.51%	101	4.63%	5	1.86%	2	108
I prefer to work with a close group of peers throughout my studies	80.37%	86	17.76%	19	1.86%	2	107
I find it important to participate in development activities regularly	71.30%	77	22.22%	24	6.49%	7	108
I am willing to independently work on unfamiliar tasks at any time	66.66%	72	28.70%	31	4.63%	5	108
I would take the opportunity to obtain all new work-related experiences	87.04%	94	9.26%	10	3.71%	4	108

EMPLOYABILITY CULTURE (SUPPORT FOR COMPETENCY DEVELOPMENT)

RAW DATA SOURCE: STUDENT QUESTIONNAIRE, Q7

TOOL: QUALTRICS – FREQUENCIES

DETAILS: Cross tabulation of frequencies by level of study

Q7. Indicate which aspects of the programme help you to develop in the following areas		ii.: What is your level of study?			
		Total	FHEQ L4	FHEQ L5	FHEQ L6
	Total Count (Answering)	102.0	33.0	34.0	35.0
	Taught Sessions	43.0	17.0	12.0	14.0
	Contact with Industry	68.0	24.0	20.0	24.0
	Independent Study	37.0	12.0	12.0	13.0
	Group Project Work	68.0	22.0	24.0	22.0
Q7_1: Confidence	None	1.0	0.0	1.0	0.0
	Taught Sessions	42.16%	51.52%	35.29%	40.00%
	Contact with Industry	66.67%	72.73%	58.82%	68.57%
	Independent Study	36.27%	36.36%	35.29%	37.14%
	Group Project Work	66.67%	66.67%	70.59%	62.86%
	None	0.98%	0.00%	2.94%	0.00%
	Total Count (All)	102.0	33.0	34.0	35.0
	Taught Sessions	28.0	13.0	8.0	7.0
	Contact with Industry	85.0	28.0	28.0	29.0
	Independent Study	22.0	7.0	6.0	9.0
	Group Project Work	36.0	12.0	10.0	14.0
Q7_2: Work-related experience and networking	None	4.0	1.0	1.0	2.0
	Taught Sessions	27.45%	39.39%	23.53%	20.00%
	Contact with Industry	83.33%	84.85%	82.35%	82.86%
	Independent Study	21.57%	21.21%	17.65%	25.71%
	Group Project Work	35.29%	36.36%	29.41%	40.00%
	None	3.92%	3.03%	2.94%	5.71%
	Total Count (All)	101.0	33.0	34.0	34.0
	Taught Sessions	43.0	17.0	15.0	11.0
	Contact with Industry	55.0	21.0	19.0	15.0
	Independent Study	59.0	20.0	20.0	19.0
	Group Project Work	54.0	20.0	14.0	20.0
Q7_3: Generic attributes for work and life	None	1.0	1.0	0.0	0.0
	Taught Sessions	42.16%	51.52%	44.12%	31.43%
	Contact with Industry	53.92%	63.64%	55.88%	42.86%
	Independent Study	57.84%	60.61%	58.82%	54.29%
	Group Project Work	52.94%	60.61%	41.18%	57.14%
	None	0.98%	3.03%	0.00%	0.00%

Q7_4: Skills for employment in the football or sport industry	Total Count (All)	100.0	33.0	34.0	33.0
	Taught Sessions	62.0	26.0	21.0	15.0
	Contact with Industry	77.0	26.0	23.0	28.0
	Independent Study	33.0	14.0	10.0	9.0
	Group Project Work	44.0	16.0	17.0	11.0
	None	1.0	1.0	0.0	0.0
	Taught Sessions	60.78%	78.79%	61.76%	42.86%
	Contact with Industry	75.49%	78.79%	67.65%	80.00%
	Independent Study	32.35%	42.42%	29.41%	25.71%
	Group Project Work	43.14%	48.48%	50.00%	31.43%
	None	0.98%	3.03%	0.00%	0.00%

Q7_5: Application of subject knowledge to practical contexts	Total Count (All)	100.0	33.0	34.0	33.0
	Taught Sessions	56.0	19.0	20.0	17.0
	Contact with Industry	41.0	17.0	13.0	11.0
	Independent Study	51.0	18.0	19.0	14.0
	Group Project Work	53.0	20.0	18.0	15.0
	None	1.0	1.0	0.0	0.0
	Taught Sessions	54.90%	57.58%	58.82%	48.57%
	Contact with Industry	40.20%	51.52%	38.24%	31.43%
	Independent Study	50.00%	54.55%	55.88%	40.00%
	Group Project Work	51.96%	60.61%	52.94%	42.86%
	None	0.98%	3.03%	0.00%	0.00%

Q7_6: Positive behaviours, qualities and values	Total Count (All)	100.0	33.0	34.0	33.0
	Taught Sessions	56.0	18.0	18.0	20.0
	Contact with Industry	53.0	17.0	16.0	20.0
	Independent Study	40.0	15.0	12.0	13.0
	Group Project Work	63.0	20.0	24.0	19.0
	None	2.0	2.0	0.0	0.0
	Taught Sessions	54.90%	54.55%	52.94%	57.14%
	Contact with Industry	51.96%	51.52%	47.06%	57.14%
	Independent Study	39.22%	45.45%	35.29%	37.14%
	Group Project Work	61.76%	60.61%	70.59%	54.29%
	None	1.96%	6.06%	0.00%	0.00%

Q7_7: The ability to think and act creatively	Total Count (All)	100.0	33.0	34.0	33.0
	Taught Sessions	34.0	15.0	10.0	9.0
	Contact with Industry	26.0	8.0	11.0	7.0
	Independent Study	75.0	24.0	26.0	25.0
	Group Project Work	69.0	24.0	22.0	23.0
	None	2.0	1.0	1.0	0.0
	Taught Sessions	33.33%	45.45%	29.41%	25.71%
	Contact with Industry	25.49%	24.24%	32.35%	20.00%
	Independent Study	73.53%	72.73%	76.47%	71.43%
	Group Project Work	67.65%	72.73%	64.71%	65.71%
	None	1.96%	3.03%	2.94%	0.00%

Q7 8: Career guidance and management	Total Count (All)	99.0	33.0	34.0	32.0
	Taught Sessions	69.0	27.0	22.0	20.0
	Contact with Industry	71.0	22.0	28.0	21.0
	Independent Study	23.0	8.0	9.0	6.0
	Group Project Work	18.0	5.0	5.0	8.0
	None	4.0	2.0	0.0	2.0
	Taught Sessions	67.65%	81.82%	64.71%	57.14%
	Contact with Industry	69.61%	66.67%	82.35%	60.00%
	Independent Study	22.55%	24.24%	26.47%	17.14%
	Group Project Work	17.65%	15.15%	14.71%	22.86%
	None	3.92%	6.06%	0.00%	5.71%

Q7_9: Self and social/cultural awareness	Total Count (All)	99.0	33.0	34.0	32.0
	Taught Sessions	47.0	18.0	15.0	14.0
	Contact with Industry	45.0	12.0	16.0	17.0
	Independent Study	45.0	15.0	14.0	16.0
	Group Project Work	54.0	19.0	19.0	16.0
	None	9.0	4.0	2.0	3.0
	Taught Sessions	46.08%	54.55%	44.12%	40.00%
	Contact with Industry	44.12%	36.36%	47.06%	48.57%
	Independent Study	44.12%	45.45%	41.18%	45.71%
	Group Project Work	52.94%	57.58%	55.88%	45.71%
	None	8.82%	12.12%	5.88%	8.57%

Q7 10: Reflection and articulation of your thoughts and ideas	Total Count (All)	99.0	33.0	34.0	32.0
	Taught Sessions	38.0	14.0	13.0	11.0
	Contact with Industry	22.0	6.0	8.0	8.0
	Independent Study	67.0	21.0	22.0	24.0
	Group Project Work	51.0	23.0	12.0	16.0
	None	2.0	1.0	0.0	1.0
	Taught Sessions	37.25%	42.42%	38.24%	31.43%
	Contact with Industry	21.57%	18.18%	23.53%	22.86%
	Independent Study	65.69%	63.64%	64.71%	68.57%
	Group Project Work	50.00%	69.70%	35.29%	45.71%
	None	1.96%	3.03%	0.00%	2.86%

EMPLOYABILITY CULTURE (SUPPORT FOR COMPETENCY DEVELOPMENT)

RAW DATA SOURCE: STUDENT QUESTIONNAIRE, Q8

TOOL: QUALTRICS – FREQUENCIES

DETAILS: Cross tabulation of frequencies by level of study

Q8. How do you feel about the following statements in relation to your experience of the programme?		i. What is your Level of Study?						
		FHEQ L4		FHEQ L5		FHEQ L6		Total
	Total Count (Answering)		33.0		34.0		32.0	99
Q8_1: I get the necessary opportunities to develop	Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0
	Disagree	0.00%	0	0.00%	0	12.50%	4	4
	Unsure	0.00%	0	14.71%	5	9.38%	3	8
	Agree	48.48%	16	70.59%	24	71.88%	23	63
	Strongly Agree	51.52%	17	14.71%	5	6.25%	2	24
	Total Count (Answering)		33.0		34.0		32.0	99
Q8_2: I know what competences I need to develop and how	Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0
	Disagree	0.00%	0	5.88%	2	9.38%	3	5
	Unsure	24.24%	8	14.71%	5	34.38%	11	24
	Agree	54.55%	18	70.59%	24	46.88%	15	57
	Strongly Agree	21.21%	7	8.82%	3	9.38%	3	13
	Total Count (Answering)		33.0		34.0		32.0	99
Q8_3: I receive sufficient feedback about my performance	Strongly Disagree	0.00%	0	0.00%	0	3.13%	1	1
	Disagree	0.00%	0	0.00%	0	9.38%	3	3
	Unsure	9.09%	3	32.35%	11	34.38%	11	25
	Agree	57.58%	19	44.12%	15	37.50%	12	46
	Strongly Agree	33.33%	11	23.53%	8	15.63%	5	24
	Total Count (Answering)		33.0		34.0		32.0	99
Q8_4: I am provided with new and creative learning opportunities	Strongly Disagree	0.00%	0	0.00%	0	3.13%	1	1
	Disagree	0.00%	0	5.88%	2	0.00%	0	2
	Unsure	6.06%	2	5.88%	2	18.75%	6	10
	Agree	42.42%	14	82.35%	28	71.88%	23	65
	Strongly Agree	51.52%	17	5.88%	2	6.25%	2	21
	Total Count (Answering)		33.0		34.0		31.0	98
Q8_5: I am encouraged to learn by doing	Strongly Disagree	0.00%	0	2.94%	1	0.00%	0	1
	Disagree	0.00%	0	2.94%	1	3.13%	1	2
	Unsure	3.03%	1	2.94%	1	6.25%	2	4
	Agree	51.52%	17	70.59%	24	56.25%	18	59
	Strongly Agree	45.45%	15	20.59%	7	31.25%	10	32
	Total Count (Answering)		33.0		34.0		32.0	99
Q8_6: I can get involved with a range of tasks	Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0
	Disagree	0.00%	0	0.00%	0	3.13%	1	1
	Unsure	9.09%	3	8.82%	3	18.75%	6	12
	Agree	54.55%	18	73.53%	25	71.88%	23	66
	Strongly Agree	36.36%	12	17.65%	6	6.25%	2	20

Q8_7: I am supported to develop competences needed for my career							
Total Count (Answering)		33.0		34.0		32.0	99
Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0
Disagree	0.00%	0	2.94%	1	6.25%	2	3
Unsure	3.03%	1	5.88%	2	15.63%	5	8
Agree	54.55%	18	79.41%	27	71.88%	23	68
Strongly Agree	42.42%	14	11.76%	4	6.25%	2	20

Q8_8: Information about work experience and careers is provided							
Total Count (Answering)		33.0		33.0		32.0	98
Strongly Disagree	0.00%	0	0.00%	0	3.13%	1	1
Disagree	0.00%	0	8.82%	3	3.13%	1	4
Unsure	6.06%	2	20.59%	7	21.88%	7	16
Agree	60.61%	20	47.06%	16	50.00%	16	52
Strongly Agree	33.33%	11	20.59%	7	21.88%	7	25

Q8_9: I am given tasks that develop my competences for the future							
Total Count (Answering)		33.0		34.0		32.0	99
Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0
Disagree	0.00%	0	0.00%	0	0.00%	0	0
Unsure	12.12%	4	11.76%	4	28.13%	9	17
Agree	54.55%	18	73.53%	25	62.50%	20	63
Strongly Agree	33.33%	11	14.71%	5	9.38%	3	19

EMPLOYABILITY CULTURE (PARTICIPATION IN COMPETENCY DEVELOPMENT)

RAW DATA SOURCE: STUDENT QUESTIONNAIRE, Q9

TOOL: QUALTRICS – FREQUENCIES

DETAILS: The first table shows a cross tabulation of frequencies by level of study

Q9. Does the programme encourage you to participate in the following opportunities?		i. What is your Level of Study?						
		FHEQ L4		FHEQ L5		FHEQ L6		Total
Speaking to or learning from more experienced peers	Total Count (Answering)		33.0		33.0		32.0	98.0
	Strongly Agree	36.36%	12	30.30%	10	12.50%	4	26
	Agree	54.55%	18	51.52%	17	65.63%	21	56
	Unsure	6.06%	2	12.12%	4	18.75%	6	12
	Disagree	3.03%	1	6.06%	2	3.13%	1	4
	Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0
CPD activities to enhance your skills and competences	Total Count (Answering)		33.0		34.0		32.0	99.0
	Strongly Agree	27.27%	9	12.12%	4	0.00%	0	13
	Agree	51.52%	17	60.61%	20	56.25%	18	55
	Unsure	21.21%	7	24.24%	8	34.38%	11	26
	Disagree	0.00%	0	6.06%	2	9.38%	3	5
	Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0
Acquiring knowledge in taught sessions	Total Count (Answering)		33.0		34.0		31.0	98.0
	Strongly Agree	51.52%	17	27.27%	9	21.88%	7	33
	Agree	48.48%	16	63.64%	21	71.88%	23	60
	Unsure	0.00%	0	9.09%	3	3.13%	1	4
	Disagree	0.00%	0	0.00%	0	0.00%	0	0
	Strongly Disagree	0.00%	0	3.03%	1	0.00%	0	1
Conversations with industry professionals	Total Count (Answering)		33.0		34.0		32.0	99.0
	Strongly Agree	54.55%	18	24.24%	8	18.75%	6	32
	Agree	42.42%	14	66.67%	22	68.75%	22	58
	Unsure	3.03%	1	6.06%	2	9.38%	3	6
	Disagree	0.00%	0	6.06%	2	3.13%	1	3
	Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0
Networking at conferences and/or workshops	Total Count (Answering)		33.0		33.0		32.0	98.0
	Strongly Agree	30.30%	10	15.15%	5	6.25%	2	17
	Agree	48.48%	16	54.55%	18	78.13%	25	59
	Unsure	18.18%	6	18.18%	6	6.25%	2	14
	Disagree	3.03%	1	12.12%	4	9.38%	3	8
	Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0

		33.0		34.0		32.0	99.0
Family support for personal/professional development	Total Count (Answering)	33.0		34.0		32.0	99.0
	Strongly Agree	24.24%	8	15.15%	5	3.13%	1	14
	Agree	60.61%	20	48.48%	16	46.88%	15	51
	Unsure	12.12%	4	33.33%	11	31.25%	10	25
	Disagree	3.03%	1	3.03%	1	18.75%	6	8
	Strongly Disagree	0.00%	0	3.03%	1	0.00%	0	1

		33.0		34.0		32.0	99.0
Working with peers outside your usual circle	Total Count (Answering)	33.0		34.0		32.0	99.0
	Strongly Agree	27.27%	9	12.12%	4	12.50%	4	17
	Agree	51.52%	17	63.64%	21	62.50%	20	58
	Unsure	18.18%	6	24.24%	8	15.63%	5	19
	Disagree	3.03%	1	3.03%	1	9.38%	3	5
	Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0

		33.0		34.0		32.0	99.0
Career-based tutorials with academic tutors	Total Count (Answering)	33.0		34.0		32.0	99.0
	Strongly Agree	42.42%	14	12.12%	4	18.75%	6	24
	Agree	54.55%	18	63.64%	21	59.38%	19	58
	Unsure	3.03%	1	18.18%	6	12.50%	4	11
	Disagree	0.00%	0	9.09%	3	6.25%	2	5
	Strongly Disagree	0.00%	0	0.00%	0	3.13%	1	1

		33.0		34.0		32.0	99.0
Career workshops/support offered by the university	Total Count (Answering)	33.0		34.0		32.0	99.0
	Strongly Agree	39.39%	13	12.12%	4	15.63%	5	22
	Agree	51.52%	17	63.64%	21	59.38%	19	57
	Unsure	6.06%	2	18.18%	6	21.88%	7	15
	Disagree	3.03%	1	6.06%	2	0.00%	0	3
	Strongly Disagree	0.00%	0	3.03%	1	3.13%	1	2

		33.0		33.0		32.0	98.0
Volunteer positions in the football or sport industry	Total Count (Answering)	33.0		33.0		32.0	98.0
	Strongly Agree	30.30%	10	27.27%	9	37.50%	12	31
	Agree	63.64%	21	48.48%	16	59.38%	19	56
	Unsure	6.06%	2	21.21%	7	3.13%	1	10
	Disagree	0.00%	0	3.03%	1	0.00%	0	1
	Strongly Disagree	0.00%	0	0.00%	0	0.00%	0	0

The second table shows frequency data (%) for each item and all respondents but strongly agree is bucketed with agree and strongly disagree is bucketed with disagree for simplified presentation of results

Q9. Does the programme encourage you to participate in the following opportunities?	Agree	Unsure	Disagree
Speaking to or learning from more experienced peers	83.67%	12.24%	4.08%
CPD activities to enhance your skills and competences	68.69%	26.26%	5.05%
Acquiring knowledge in taught sessions	94.89%	4.08%	1.02%
Conversations with industry professionals	90.91%	6.06%	3.03%
Networking at conferences and/or workshops	77.55%	14.29%	8.16%
Family support for personal/professional development	65.66%	25.25%	9.09%
Working with peers outside your usual circle	75.76%	19.19%	5.05%
Career-based tutorials with academic tutors	82.83%	11.11%	6.06%
Career workshops/support offered by the university	79.80%	15.15%	5.05%
Volunteer positions in the football or sport industry	88.77%	10.20%	1.02%

THE MEANING OF EMPLOYABILITY - HIERARCHY OF BELIEF SYSTEMS

RAW DATA SOURCE: INTERVIEW TRANSCRIPTS

TOOL: NVIVO12 FOR THEMATIC ANALYSIS FOLLOWED BY A FREQUENCY COUNT (BY STAKEHOLDER) OF POSITIVE REFERENCES TO EACH BASIC THEME

The Table shows a weighted average of positive references per organising theme and this has been used to determine the position in the hierarchy of belief systems for each stakeholder group. NB: The students stakeholder group has been split by level because there were different sample sizes from each level.

ORGANISING / BASIC THEME	TOTAL L4 SOURCES	TOTAL L4 REFERENCES	AVG. REFERENCE PER L4	% PARTICIPANTS	AVERAGE REFERENCES PER ORGANISING THEME	TOTAL L5 SOURCES	TOTAL L5 REFERENCES	AVG. REFERENCE PER L5	% PARTICIPANTS	AVERAGE REFERENCES PER ORGANISING THEME	TOTAL L6 SOURCES	TOTAL L6 REFERENCES	AVG. REFERENCE PER L6	% PARTICIPANTS	AVERAGE REFERENCES PER ORGANISING THEME	TOTAL TUTOR SOURCES	TOTAL TUTOR REFERENCES	AVG. REFERENCE PER TUTOR	% PARTICIPANTS	AVERAGE REFERENCES PER ORGANISING THEME	TOTAL PRACTITIONER SOURCES	TOTAL PRACTITIONER REFERENCES	AVG. REFERENCE PER PRACTITIONER	% PARTICIPANTS	AVERAGE REFERENCES PER ORGANISING THEME
OCCUPATIONAL COMPETENCE		13	4.3		3.25		5	2.5		1.25		5	1.3		1.25		7	3.5		1.75		2	0.5		0.50
SECURING EMPLOYMENT	2	4	1.3	66 67%		1	2	1	50 00%		2	2	0.5	50 00%		1	1	0.5	50 00%		0	0	0	0 00%	
FUNCTIONING IN EMPLOYMENT	1	1	0.3	33 33%		1	1	0.5	50 00%		0	0	0	0 00%		0	0	0	0 00%		0	0	0	0 00%	
SKILLS	3	7	2.3	100 00%		1	2	1	50 00%		2	2	0.5	50 00%		2	4	2	100 00%		1	1	0.3	25 00%	
SKILL APPLICATION	1	1	0.3	33 33%		0	0	0	0 00%		1	1	0.3	25 00%		1	2	1	50 00%		1	1	0.3	25 00%	
KNOWLEDGE		11	3.7		2.20		12	6		2.4		19	4.8		3.80		4	2		0.80		12	3		2.40
HAVING A DEGREE	2	7	2.3	66 67%		2	4	2	100 00%		3	6	1.5	75 00%		0	0	0	0 00%		0	0	0	0 00%	
KNOWLEDGE OF THE INDUSTRY	2	2	0.7	66 67%		0	0	0	0 00%		4	7	1.8	100 00%		1	1	0.5	50 00%		2	5	1.3	50 00%	
MORE THAN A DEGREE	0	0	0	0 00%		1	2	1	50 00%		3	3	0.8	75 00%		1	2	1	50 00%		3	4	1	75 00%	
NOT WHAT YOU KNOW	2	2	0.7	66 67%		2	5	2.5	100 00%		2	2	0.5	50 00%		1	1	0.5	50 00%		2	2	0.5	50 00%	
BEING QUALIFIED	0	0	0	0 00%		1	1	0.5	50 00%		1	1	0.3	25 00%		0	0	0	0 00%		1	1	0.3	25 00%	
EXPERIENCE		4	1.3		2.00		4	2		2.00		6	1.5		3.00		1	0.5		0.50		11	2.8		5.50
GAINING EXPERIENCE	2	2	0.7	66 67%		2	3	1.5	100 00%		3	3	0.8	75 00%		1	1	0.5	50 00%		4	8	2	100 00%	
LEARNING FROM EXPERIENCE	2	2	0.7	66 67%		1	1	0.5	50 00%		2	3	0.8	50 00%		0	0	0	0 00%		2	3	0.8	50 00%	

		Blue				Yellow				Grey				Orange				Pink		
FITTING IN	6	2		0.86	6	3		0.86	15	3.8		2.14	12	6		1.71	14	3.5		2.00
ADAPTABILITY	1	1	0.3	33 33%	2	2	1	100 00%	2	2	0.5	50 00%	1	1	0.5	50 00%	0	0	0	0 00%
ALIGNMENT OF GOALS	1	1	0.3	33 33%	1	1	0.5	50 00%	2	2	0.5	50 00%	0	0	0	0 00%	2	5	1.3	50 00%
CONNECTING THE DOTS	0	0	0	0 00%	0	0	0	0 00%	0	0	0	0 00%	1	2	1	50 00%	1	4	1	25 00%
MAKING AN IMPRESSION	0	0	0	0 00%	0	0	0	0 00%	2	3	0.8	50 00%	1	4	2	50 00%	1	1	0.3	25 00%
IMPOSTER SYNDROME	1	2	0.7	33 33%	1	1	0.5	50 00%	1	3	0.8	25 00%	0	0	0	0 00%	0	0	0	0 00%
PREPAREDNESS	0	0	0	0 00%	0	0	0	0 00%	1	1	0.3	25 00%	2	3	1.5	100 00%	1	1	0.3	25 00%
NETWORKING	1	2	0.7	33 33%	1	2	1	50 00%	2	4	1	50 00%	2	2	1	100 00%	3	3	0.8	75 00%

		Blue				Yellow				Grey				Orange				Pink		
SELF AWARENESS	5	1.7		1.25	8	4		2.00	12	3		3.00	4	2		1.00	15	3.8		3.75
A GROWTH MINDSET	1	1	0.3	33 33%	2	5	2.5	100 00%	2	4	1	50 00%	0	0	0	0 00%	3	5	1.3	75 00%
CONFIDENCE	2	3	1	66 67%	0	0	0	0 00%	2	4	1	50 00%	1	1	0.5	50 00%	0	0	0	0 00%
INDIVIDUAL RESPONSIBILITY	1	1	0.3	33 33%	1	3	1.5	50 00%	2	4	1	50 00%	1	2	1	50 00%	3	5	1.3	75 00%
REFLECTION	0	0	0	0 00%	0	0	0	0 00%	0	0	0	0 00%	1	1	0.5	50 00%	2	5	1.3	50 00%

APPENDIX 13: CONFIRMATION OF ETHICAL APPROVAL

mail.bham.ac.uk/owa/#viewmodel=ReadMessageItem&ItemID=AAMkADNhN2JkNWZjLTBiNjktNDYzOS1hYjg5LWUzMjkyODU2Y2MyNABGAAAAAADLptOhcHx%28QZfKl9IuCCOlBw899EuqAxK1TpsLrslGZvf8AA...

Samantha Waldron (Research Support Services)

Thu 14/05/2020 15:18

To:Joanne Cliffe (Teacher Education) <

Cc:Kim Wilcox (EdD Education PT) <

Dear Dr Cliffe,

Re: "Experiences of Real-World Learning in Higher Education: Lessons for 'Employability' and the Pursuit of 'Teaching Excellence' in Sport Curricula"
Application for Ethical Review ERN_20-0576

Thank you for your application for ethical review for the above project, which was reviewed by the Humanities and Social Sciences Ethical Review Committee.

On behalf of the Committee, I confirm that this study now has full ethical approval.

I would like to remind you that any substantive changes to the nature of the study as described in the Application for Ethical Review, and/or any adverse events occurring during the study should be promptly brought to the Committee's attention by the Principal Investigator and may necessitate further ethical review.

Please also ensure that the relevant requirements within the University's Code of Practice for Research and the information and guidance provided on the University's ethics webpages (available at https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Links-and-Resources.aspx) are adhered to and referred to in any future applications for ethical review. It is now a requirement on the revised application form (https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-Forms.aspx) to confirm that this guidance has been consulted and is understood, and that it has been taken into account when completing your application for ethical review.

Please be aware that whilst Health and Safety (H&S) issues may be considered during the ethical review process, you are still required to follow the University's guidance on H&S and to ensure that H&S risk assessments have been carried out as appropriate. For further information about this, please contact your School H&S representative or the University's H&S Unit at healthandsafety@contacts.bham.ac.uk.

Kind regards,

Ms Sam Waldron
Research Ethics Officer
Research Support Group
C Block Dome (room 137)
Aston Webb Building
University of Birmingham
Edgbaston B15 2TT

APPENDIX 14: PARTICIPANT INFORMATION LEAFLET (STUDENT QUESTIONNAIRE)

Experiences of Real-World Learning in Higher Education   UNIVERSITY OF BIRMINGHAM

Participant Information Leaflet

You are invited to take part in this Research Study. Before deciding if you want to take part, it is important that you understand what the research is about and what it would involve for you. Please read the following information and discuss it with others if you wish. If you would like any more information or if anything is unclear at any point before, during or after participating in the project, please contact:

The research is concerned with the process of employability enhancement in UK undergraduate sport curricula, specifically the growing trend in collaboration between universities and industry partners in the provision of real-world learning experiences. Real-world learning refers to education that is focused on connecting what students are taught in the classroom with real-world issues. Real world learning programmes aim to provide students with the skills needed in the workplace through learning experiences which are supported by industry partners.

The study aims to develop an understanding of these issues by examining the context of the ███████████ Programme at ███ University as an example of real-world learning. Given your involvement in this programme as part of your degree course, your participation will be of value to the investigation. Furthermore, it is anticipated that the study will contribute to increased awareness and future development of the ███████████ Programme which may indirectly lead to benefits for you in respect of professional contacts and employment prospects.

Participation in this study is voluntary. If you decide to take part, you are asked to provide your opt-in consent prior to completing a questionnaire. You are also asked to indicate whether you would like to be contacted about continued participation in the study via a follow-up interview.

The questionnaire consists of 9 questions relating to your own experiences of employability, real-world learning and the ████ ███████ Programme at ████ University. Due to the subjective nature of this topic, please be assured that there are no right or wrong answers. The questionnaire should take no longer than 10 minutes to complete.

Fair Processing Statement

This information is being collected as part of a research project concerned with experiences of real-world learning. The information which you supply and that which may be collected as part of the research project will be entered into a filing system or database and will only be accessed by authorised personnel involved in the project. The information will be retained by the University of Birmingham and will only be used for the purpose of research, and statistical and audit purposes. By supplying this information, you are consenting to the University storing your information for the purposes stated above. The information will be processed by the University of Birmingham in accordance with the provisions of the Data Protection Act 2018.

Right to Withdraw

In order to preserve your right to withdrawal you have the option to provide your name or Student ID number. If you do this, the data you provide will not be anonymous. However, all information that you provide will be confidential and it will not be possible to identify you from any published material arising from the study. Data will be stored securely for the duration of the study with access granted to the Principal Investigator and Supervisor only. The study has been granted approval from the Ethical Review Panel at the University of Birmingham.

You have a right to withdraw your participation during the research process. This means that at any point you can choose not to answer a specific question. Or, if you have provided your name or Student ID number, you can withdraw from the study entirely. In either case, you will not be asked to explain your decision to withdraw or experience any negative consequences of doing so.

If you would like to withdraw from the study entirely, please contact the Principal Investigator before 1200 on 1st July 2021. Please note that withdrawal after this date will not be possible.

Please retain this information for future reference.

APPENDIX 15: PARTICIPANT INFORMATION LEAFLET (STUDENT INTERVIEW)

Experiences of Real-World Learning in Higher Education

Participant Information Leaflet

You are invited to continue to take part in the above Research Study. Before deciding if you want to take part, it is important that you understand what the research is about and what it would involve for you. Please read the following information and discuss it with others if you wish. If you would like any more information or if anything is unclear at any point before, during or after participating in the project, please contact:

██████████████████████████████████████

██████████████████████████████████████

The research is concerned with the process of employability enhancement in UK undergraduate sport curricula, specifically the growing trend in collaboration between universities and industry partners in real-world learning provision. The study aims to develop an understanding of these issues by examining the context of the ██████ ██████ Programme at ██████ University. Given your involvement in this programme, your participation will be of value to the investigation. Furthermore, it is anticipated that the study will contribute to an increased awareness, understanding and future development of the ██████████████ Programme.

You recently participated in Phase One of the Study by completing a questionnaire which aimed to develop an understanding of the issues described above by examining the context of the ████████████ Programme at ██████ University. At that time, you also gave your consent to being contacted in respect of participation in a follow-up interview. It is hoped that you will accept this invitation of continued participation in Phase Two of the study. Continued participation in this study is voluntary. If you decide to take part, you are asked to provide your opt-in consent overleaf.

The interview will last approximately 60 minutes and will consist of a range of questions relating to your perspectives and experiences of real-world learning programmes, such as the ████████████ Programme at ██████ University. In order to preserve your right to withdrawal from the study and ensure the accuracy of data collected, the interview will be digitally recorded both orally and visually, then transcribed verbatim.

In order to preserve your right to withdrawal, the data you provide will not be anonymous. However, all information that you provide will be kept strictly confidential by the Principal Investigator. Where there is a risk that you may be identifiable, you will be shown a section of the transcript/report text to ensure you are satisfied with its use in disseminated material. Data will be stored securely for the duration of the study with access granted to the Principal Investigator and Supervisor only. The study has been granted approval from Ethical Review panel at the University of Birmingham.

Right to Withdraw

You have a right to withdraw your participation during the research process. This means that at any point you can choose not to answer a specific question, or you can withdraw from the study entirely. You will not be asked to explain your decision to withdraw or experience any negative consequences of doing so.

If you would like to withdraw from the study entirely, please contact the Principal Investigator before 1200 on 1st July 2021.

Please note that withdrawal after this date will not be possible.

Experiences of Real-World Learning in Higher Education

Consent to Participate

Fair Processing Statement

This information is being collected as part of a research project concerned with perspectives and experiences of collaborative curriculum interventions. The information which you supply and that which may be collected as part of the research project will be entered into a filing system or database and will only be accessed by authorised personnel involved in the project. The information will be retained by the University of Birmingham and will only be used for the purpose of research, and statistical and audit purposes. By supplying this information, you are consenting to the University storing your information for the purposes stated above. The information will be processed by the University of Birmingham in accordance with the provisions of the Data Protection Act 2018. No identifiable personal data will be published.

Statement of Consent

☐ I understand that by participating in the interview I agree to take part in the study and confirm:

- I have read and understood the participant information leaflet.
- I have had the opportunity to ask questions if necessary and have had these answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time before 1200 on 1st July 2021 without giving any reason.
- I give permission for an audio recording to be made of the focus group interview and understand that transcription of the tape will be used for research purposes only.
- I understand that my personal data will be processed for the purposes detailed, in accordance with the Data Protection Act 2018.

Name: _____

Role:

☐ Academic Tutor   ☐ Industry Practitioner   ☐ Student

APPENDIX 16: PARTICIPANT INFORMATION LEAFLET (TUTOR INTERVIEW)

Experiences of Real-World Learning in Higher Education

UNIVERSITY^OF
BIRMINGHAM

Participant Information Leaflet

You are invited to continue to take part in the above Research Study. Before deciding if you want to take part, it is important that you understand what the research is about and what it would involve for you. Please read the following information and discuss it with others if you wish. If you would like any more information or if anything is unclear at any point before, during or after participating in the project, please contact:

The research is concerned with the process of employability enhancement in UK undergraduate sport curricula, specifically the growing trend in collaboration between universities and industry partners in real-world learning provision. The study aims to develop an understanding of these issues by examining the context of the ▮▮▮▮ ▮▮▮▮ Programme at ▮▮▮ University. Given your involvement in this programme, your participation will be of value to the investigation. Furthermore, it is anticipated that the study will contribute to an increased awareness, understanding and future development of the ▮▮▮▮▮▮▮▮ Programme.

Participation in this study is voluntary. If you decide to take part, you will be asked to provide your opt-in consent to take part in an interview. The interview will last approximately 60-90 minutes and will consist of a range of questions relating to your perspectives and experiences of real-world learning programmes, such as the ▮▮▮▮ ▮▮▮▮ Programme at ▮▮▮ University. In order to ensure the accuracy of data collected, the interview will be digitally recorded both orally and visually, then transcribed verbatim.

In order to preserve your right to withdrawal, the data you provide will not be anonymous. However, all information that you provide will be kept strictly confidential by the Principal Investigator. Where there is a risk that you may be identifiable, you will be shown a section of the transcript/report text to ensure you are satisfied with its use in disseminated material. Data will be stored securely for the duration of the study with access granted to the Principal Investigator and Supervisor only. The study has been granted approval from Ethical Review panel at the University of Birmingham.

Right to Withdraw

You have a right to withdraw your participation during the research process. This means that at any point you can choose not to answer a specific question, or you can withdraw from the study entirely. You will not be asked to explain your decision to withdraw or experience any negative consequences of doing so.

If you would like to withdraw from the study entirely, please contact the Principal Investigator before 1200 on 1st July 2021.

Please note that withdrawal after this date will not be possible.

Experiences of Real-World Learning in Higher Education

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Consent to Participate

Fair Processing Statement

This information is being collected as part of a research project concerned with perspectives and experiences of collaborative curriculum interventions. The information which you supply and that which may be collected as part of the research project will be entered into a filing system or database and will only be accessed by authorised personnel involved in the project. The information will be retained by the University of Birmingham and will only be used for the purpose of research, and statistical and audit purposes. By supplying this information, you are consenting to the University storing your information for the purposes stated above. The information will be processed by the University of Birmingham in accordance with the provisions of the Data Protection Act 2018. No identifiable personal data will be published.

Statement of Consent

☐ I understand that by participating in the interview I agree to take part in the study and confirm:

- I have read and understood the participant information leaflet.
- I have had the opportunity to ask questions if necessary and have had these answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time before 1200 on 1st July 2021 without giving any reason.
- I give permission for an audio recording to be made of the interview and understand that transcription of the tape will be used for research purposes only.
- I understand that my personal data will be processed for the purposes detailed, in accordance with the Data Protection Act 2018.

Name: _____

Role:

☐ Academic Tutor   ☐ Industry Practitioner   ☐ Student

APPENDIX 17: PARTICIPANT INFORMATION LEAFLET (PRACTITIONER FOCUS GROUP)

Experiences of Real-World Learning in Higher Education

UNIVERSITY OF BIRMINGHAM

Participant Information Leaflet

You are invited to take part in the above Research Study. Before deciding if you want to take part, it is important that you understand what the research is about and what it would involve for you. Please read the following information and discuss it with others if you wish. If you would like any more information or if anything is unclear at any point before, during or after participating in the project, please contact:

The research is concerned with the process of employability enhancement in UK undergraduate sport curricula, specifically the growing trend in collaboration between universities and industry partners in real-world learning provision. The study aims to develop an understanding of these issues by examining the context of the ████ ████ Programme at ████ University. Given your involvement in this programme, your participation will be of value to the investigation. Furthermore, it is anticipated that the study will contribute to an increased awareness, understanding and future development of the ████████ Programme.

Participation in this study is voluntary. If you decide to take part, you will be asked to provide your opt-in consent to take part in a focus group interview. The interview will last approximately 90-120 minutes and will consist of a range of questions relating to your perspectives and experiences of real-world learning programmes, such as the ████████ Programme at ████ University. In order to ensure the accuracy of data collected, the interview will be digitally recorded both orally and visually, then transcribed verbatim.

In order to preserve your right to withdrawal, the data you provide will not be anonymous. However, all information that you provide will be kept strictly confidential by the Principal Investigator. Where there is a risk that you may be identifiable, you will be shown a section of the transcript/report text to ensure you are satisfied with its use in disseminated material. The nature of the group interview means that a respect for the confidentiality of other participants is paramount. You will therefore be asked to adhere to a confidentiality agreement. Data will be stored securely for the duration of the study with access granted to the Principal Investigator and Supervisor only. The study has been granted approval from Ethical Review panel at the University of Birmingham.

Right to Withdraw

You have a right to withdraw your participation during the research process. This means that at any point you can choose not to answer a specific question, or you can withdraw from the study entirely. You will not be asked to explain your decision to withdraw or experience any negative consequences of doing so.

If you would like to withdraw from the study entirely, please contact the Principal Investigator before 1200 on 1st July 2021.

Please note that withdrawal after this date will not be possible.

Experiences of Real-World Learning in Higher Education

UNIVERSITY OF BIRMINGHAM

Consent to Participate

Fair Processing Statement

This information is being collected as part of a research project concerned with perspectives and experiences of collaborative curriculum interventions. The information which you supply and that which may be collected as part of the research project will be entered into a filing system or database and will only be accessed by authorised personnel involved in the project. The information will be retained by the University of Birmingham and will only be used for the purpose of research, and statistical and audit purposes. By supplying this information, you are consenting to the University storing your information for the purposes stated above. The information will be processed by the University of Birmingham in accordance with the provisions of the Data Protection Act 2018. No identifiable personal data will be published.

Statement of Consent

☐ I understand that by participating in the focus group interview I agree to take part in the study and confirm:

- I have read and understood the participant information leaflet.
- I have had the opportunity to ask questions if necessary and have had these answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time before 1200 on 1st July 2021 without giving any reason.
- I give permission for an audio recording to be made of the focus group interview and understand that transcription of the tape will be used for research purposes only.
- I understand that my personal data will be processed for the purposes detailed, in accordance with the Data Protection Act 2018.

Confidentiality Agreement

☐ I agree to maintain the confidentiality of information disclosed during the focus group interview (including all information not in the public domain and any participants' Personally Identifiable Information)

Name: _____

Role:

☐ Academic Tutor   ☐ Industry Practitioner   ☐ Student