



NTFS CREATIVE INTERVENTIONS PROJECT

ANALYSIS OF SURVEYS

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1. AIMS AND OBJECTIVES

The surveys were intended to add to the investigation of three of the four research questions of the project:

1. What types of work-related learning experiences do creative arts students have in the public, not-for-profit and voluntary work contexts?
 - a. What value do stakeholders ascribe to these experiences?
 - b. To what extent do they link to students' career aspirations?
2. How do stakeholders perceive that creative learning developed via a higher education transfers into contexts beyond the HEI?
3. How can the student work-related experiences provided by both curriculum-based and extra-curricular activities be recognised and valued?

The surveys were designed to provide a backdrop for the more intensive investigations carried out in the case studies.

2. METHODOLOGY

Students, tutors and employers were asked between 21 and 41 questions. A number of these provided background information about the respondents; the core questions asked them to evaluate one or more work-related activities (WRAs) undertaken by students, from the different perspectives of the three categories of respondent.

The surveys were designed, published and completed using Survey Monkey; the analysis was conducted partly using the Survey Monkey analysis tools and partly using Excel. The two systems are broadly compatible and have different strengths and weaknesses.

2.1 CONSISTENCY AND ACCURACY OF THE DATA

Looking at the individual responses, a number of issues of definition and classification emerged. What constitutes a completed response? The majority of those who failed to complete the full survey in fact gave up after the initial batch of questions when it became apparent that the survey was more demanding than they had expected. These were counted as incomplete and eliminated from the statistics. A small number of students clearly did not take the process seriously. There was also a significant number of respondents who skipped questions or gave inconsistent answers, for example responding 'no' to a question but then proceeding to respond to subsequent questions that were intended for those who had answered 'yes'. Although this could have been prevented by a more directive structure, in fact the answers provided made it clear that these students had misread the original question; their responses were legitimate and added value to the survey. Some of these inconsistencies pose methodological problems, and the only way to be fully systematic in quantifying such responses would have been editorial intervention, i.e. interpreting and 'adjusting' the raw data to make it more consistent. This was obviously not acceptable from a methodological point of view, so the decision was taken to use the data as it stood.

2.2 COMPARABILITY AND COMPATIBILITY OF THE THREE SURVEYS

It is in the nature of the surveys that the questions put to the three constituencies could not be identical. Efforts were made to ensure comparability as far as possible, but there were inevitable differences. Furthermore, the student and tutor surveys were designed, piloted and launched together, while the employer survey was developed, piloted and launched a few months later, and so had the benefit of the experiences gleaned from the first two. The differences caused more work at the analysis stage, but have not seriously limited the comparisons that could be made. For example, triangulation of the responses to the key evaluative questions was restricted by the differences in the questions asked, but not made impossible.

2.3 STATISTICAL SIGNIFICANCE OF THE POPULATIONS

The number of respondents to the three surveys varied. The highest response was from students, and it is felt that this gives this survey some statistical validity. Responses from tutors and employers were more limited, and by and large this restricts the quantitative significance of the findings (while still providing interesting qualitative data). In this report, figures have been included where we feel that they have relevance; where observations are

made which do not have figures attached, this is because it is felt that the numbers are too low to be used with confidence.

2.4 RELEVANCE TO THE CREATIVE ARTS

A possible limitation of these surveys is that a high proportion of the responses came from partner institutions of the project. In the case of the student survey this was 49%. Whether this is representative of arts students throughout the UK is doubtful. Clearly there are other courses and activities that were not captured.

3. THE STUDENT SURVEY

Along with the tutor survey, the student survey was designed, tested and launched in early 2009; it remained open until the end of August 2009. In all, 309 students responded, though a substantial number (146) abandoned their responses after the first batch of questions when it became apparent that the survey was more demanding than they had expected. The remaining 163 who completed the survey represent 53% of those who attempted it.

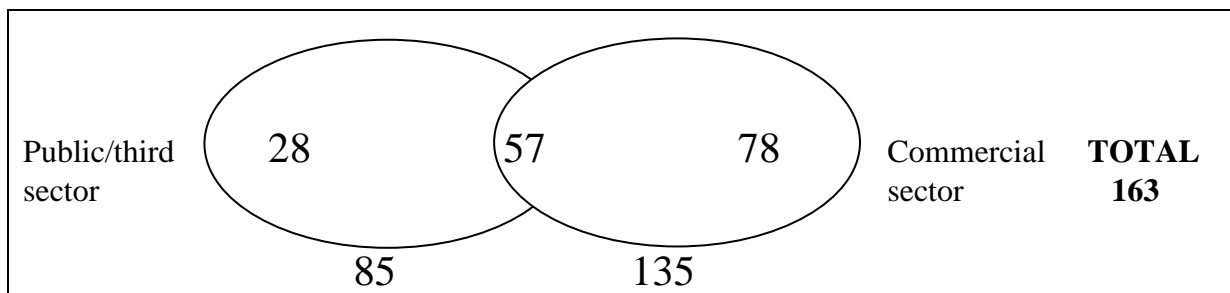
The survey was divided into a number of sections. For the purposes of this analysis the most significant division was between those who had work-related experience in the public/third sector and those who had it in the commercial sector. Although the main focus of the project was on the public/third sector, in fact the largest number of responses was from students who had worked in the commercial sector in some capacity. This gave us some interesting points of comparison.

The numbers of students are summarised in Figures 1 and 2.

Figure 1. Students with WRA experience

Work-related experience	
- in the public/third sector	85
- in the commercial sector	135
- in BOTH	57
Total number of completed responses	163

Figure 2. Students with WRA experience – diagram



Since the focus of this analysis is on the third/public sector, these are the statistics that will be given the greatest consideration here. Data on the commercial sector will be referred to mostly for comparative purposes.

3.1 THE POPULATION: PROFILE OF RESPONDENTS

3.1.1 Institutional affiliation

Of the students who completed the survey, 79 were from the University of the Arts, London, 27 from the Arts Institute, Bournemouth, and 5 from Surrey (the three partner institutions for the project). 54 were from other universities across the United Kingdom (see Figure 3).

Figure 3. Institutional affiliation of students who completed the survey

University	No
University of the Arts London	80
Arts Institute, Bournemouth	27
University of York	13
University of Surrey	5
Swansea Metropolitan University	5
University of Winchester	4
Unknown	3
Birmingham Conservatoire	3
Newcastle University	3
Leeds College of Art and Design	2
University of Wales Institute Cardiff	2
Nottingham Trent University	2
University of Derby	2
Royal College of Arts	1
University of Derby	1
DMU, Leicester	1
Open University	1
University of Glasgow	1
University of Warwick	1
University of Manchester	1
De Montfort University	1
University of Nottingham	1
Queen Mary, University of London	1
Derby University	1
University of Dundee	1
Grand Total	163

3.1.2 Levels of study

Over half of the students with WRA experience in the public/third sector were on a BA course (50, or 58.8%). 20 (23.5%) were studying for an MA and 2 (2.4%) for a PhD. 12 (14.1%) were on a Foundation Degree and 1 (1.2%) was an FE student. Broadly similar proportions apply to students with WRA experience in the commercial sector, with one significant exception; MA students were less likely to work in the commercial sector. 14.8% of those with WRA experience in the commercial sector were studying for an MA, and if one takes those whose *only* WRA experience was in the commercial sector, only 7.7% were studying for an MA. This is unsurprising; fewer students at the more theoretical and reflective postgraduate level are looking for practice-based WRA experience.

3.1.3 Year and type of study

The largest proportion of students with WRA experience in the public/third sector were in their second year (31, or 36.5%). 26 (30.6%) were in their first year, 18 (21.2%) in their third year, and 10 (11.8%) described themselves as in their fourth, fifth or sixth year. For commercial students the largest proportion was actually of first-years (36.3%), followed closely by second-years (34.8%) (see Figure 4).

Figure 4. Year of study of students who completed the survey

Answer Options	Public/Third Sector		Commercial Sector	
	Response Percent	Response Count	Response Percent	Response Count
1st	30.6%	26	36.3%	49
2nd	36.5%	31	34.8%	47
3rd	21.2%	18	23.0%	31
4th	7.1%	6	4.4%	6
5th	3.5%	3	0.7%	1
6th	1.2%	1	0.7%	1
answered question	85		135	
skipped question	0		0	

If one takes just BA students the picture is slightly different; in the public/third sector the second year is still the most frequent, followed by the third year and then the first year. In the commercial sector the third year is the most frequent, followed by the second and then the first year (see Figures 5a and 5b below).

78 (91.8%) were full-time students. The proportion is very similar to that for the commercial sector (93.3).

Figure 5a. BA students with WRA experience in the public/third sector, by year of study

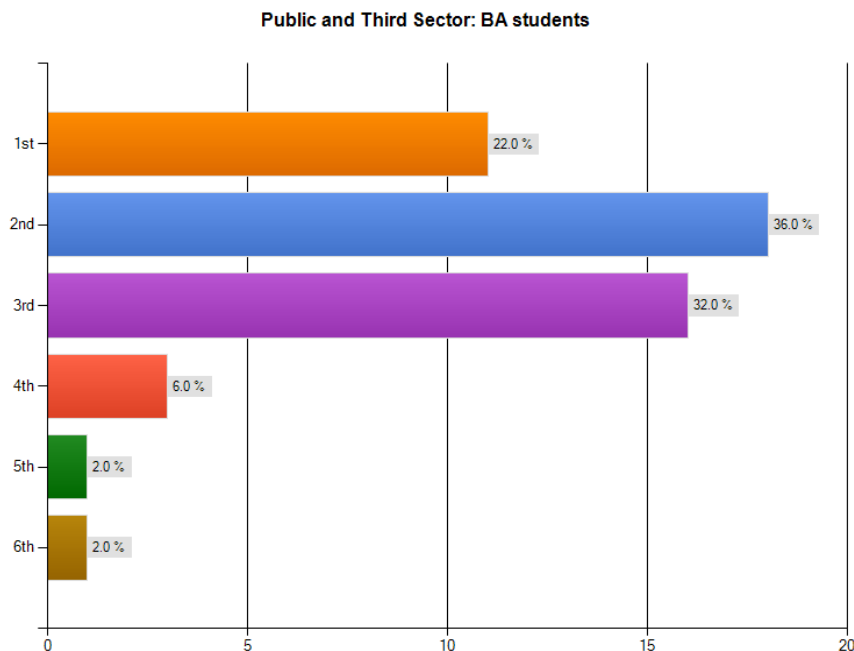
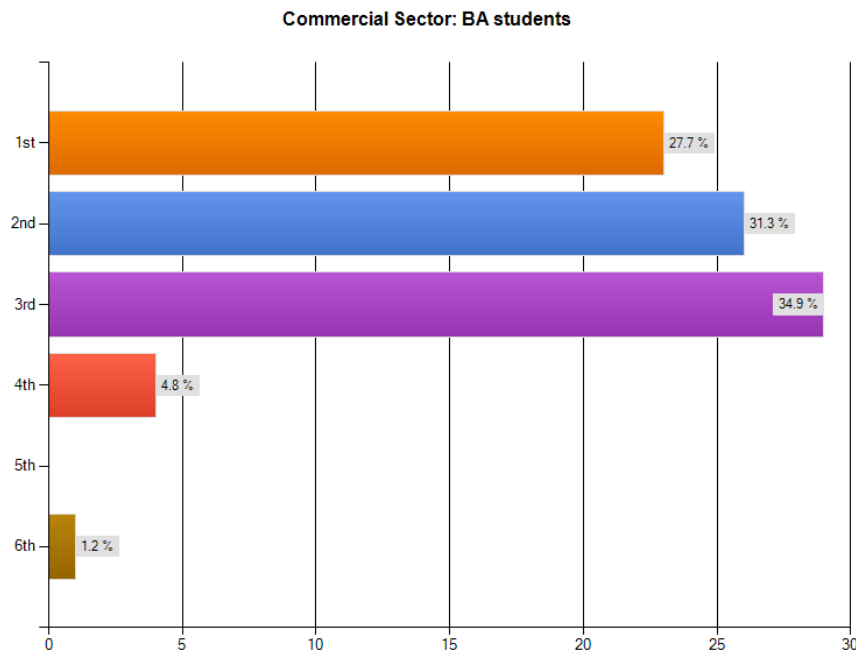


Figure 5b. BA students with WRA experience in the commercial sector, by year of study



3.1.4 Gender

The great majority of students with WRA experience in the public/third sector were female (70, or 82.4%; 15, or 17.6%, were male) (see Figure 6). Among students with WRA experience in the commercial sector the difference is less strong; 71.4% female, 28.6% male. If one takes those students whose WRA was confined only to the commercial sector the gap is narrowed further; 65.5% females, 34.5% males (see Figures 7a and 7b). Clearly there is a tendency for the male minority to show a greater preference for work in the commercial sector.

Figure 6. Relationship between gender and type of WRA

	Females	Males
Students with public/third sector WRA experience ONLY	92.9%	7.1%
Students with public/third sector WRA experience	82.4%	17.6%
Students with BOTH commercial and public/third sector WRA experience	77.2%	22.8%
All respondents	75.7%	24.3%
Students with commercial WRA experience	71.4%	28.6%
Students with commercial WRA experience ONLY	65.5%	34.5%

Figure 7a. Male students who had WRA experience (from student survey)

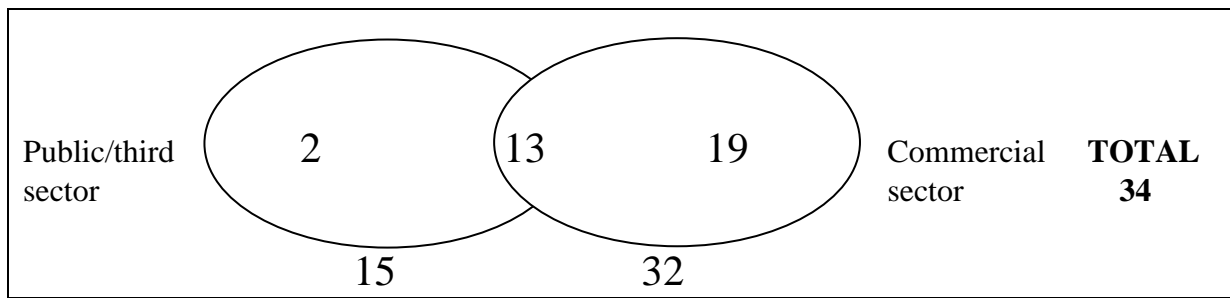
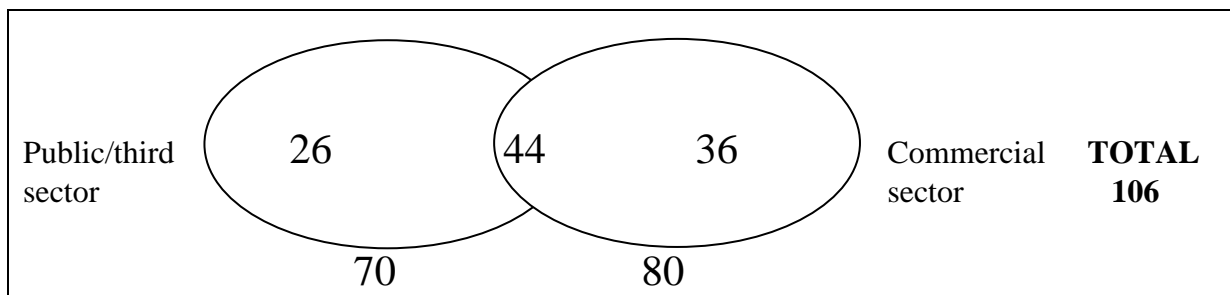


Figure 7b. Female students who had WRA experience (from student survey)



3.1.5 Age

The age profile of students with WRA experience in the public/third sector was much as to be expected among students; 64 (75.3%) were aged 18-25, 11 (12.9%) aged 26-30, 4 (4.7%) aged 31-35, 3 (3.5%) aged 36-40 and 3 (3.5%) over 40. A slightly larger proportion of mature students aged 31-35 are found with WRA experience in the commercial sector (8.9% of all students in this category).

3.1.6 Disability

14 (16.9%) of students with WRA experience in the public/third sector described themselves as having a disability. 8 of them stated that they were dyslexic. The commercial sector showed a similar proportion (17, or 15.5%), with the difference that all but one of these 17 stated that they had dyslexia. Although the numbers are small, their implication is that students with disabilities *other than* dyslexia were more likely to engage in WRA in the public/third sector.

3.1.7 Ethnicity

59 (73.8%) of students with WRA experience in the public/third sector described themselves as White British, 2 (2.5%) as White Irish, and 10 (12.5%) as having 'any other White background'. All but one of the remaining 14 (16.5%) described themselves as either 'Asian' (8) or 'other' (5). For students with WRA experience in the commercial sector the proportion of 'other White' rises to 20.6%; among those with WRA experience *only* in this sector it is even higher, 27.8%.

3.2 THE WORK-RELATED ACTIVITIES

3.2.1 Course-based and extra-curricular activities

Asked how many *course-based* WRAs they had been involved in so far during their studies, 20 (23.5%) of students with WRA experience in the public/third sector said none, 18 (21.2%) said one, 19 (22.4%) said two, with fewer for larger numbers. Asked how many *extra-curricular* WRAs they had been involved in so far during their studies, 11 (12.9%) said none, 17 (20%) said one, 19 (22.4%) said two, 17 (20%) said three, 6 (7.1%) said four, 5 (5.9%) said five, and 10 (11.8%) said over five (see Figure 8). A higher proportion (87.1%) had done an extra-curricular activity than a course-based one (76.5%).

Figure 8. Number of WRA experiences of students

Number of WRA	Extra-Curricular %	No	Course-Based %	No
None	12.9%	11	23.5%	20
1	20.0%	17	21.2%	18
2	22.4%	19	22.4%	19
3	20.0%	17	10.6%	9
4	7.1%	6	11.8%	10
5	5.9%	5	2.4%	2
Over 5	11.8%	10	8.2%	7
answered question				85
skipped question				0

3.2.2 The range of activities

Students were asked to describe one WRA that they had done in the public/third sector. Some chose to describe more than one activity, which causes problems for quantitative interpretation. In any case, the phrasing of the question means that the students selected from their experiences, so their responses cannot be taken as representative or precise in a quantitative sense. What does emerge, however, is a sense of range of experiences (which was the aim of the project). Answers ranged from organizing festivals to helping in schools, assisting in fundraising and marketing for various charities, setting up community plays and exhibitions, working with mental health patients, working with councils etc. Below are some examples:

- Worked with children in a primary school on a photography project. I received some minimum funding towards this but a lot of it was unpaid. I worked with Westminster Council and Westminster Arts to realize the project. The outcome was very successful, it resulted in 3 exhibitions of a body of photographic work I produced with the children, shown at the Curzon Cinema Soho, and Royal Commonwealth Society London. Also, the process was very successful creatively for the children and also for the exploration of issues such as bullying, racism and cultural identities.
- I interned with Dance UK (a dance advocacy/umbrella organisation) for 9 months as part of my course. Besides assisting with general office administration, my main project was to fully take charge and organise a professional development day for final

year or graduate dance students. At the end of the internship, I was offered temporary employment as the administrator of the organisation.

- Using music therapy with physically and mentally disabled young adults at a residential care institute to produce a Christmas show for their family and friends.
- I work with the charity the Mental Health Foundation as a freelance graphic designer. I work with the marketing manager, the fundraising team and the web team who brief me in detail on what they want and expect me to deliver artwork quickly.
- Costume Assistant at the Tricycle Theatre working primarily with the costume supervisor to provide the costumes for a series of 12 newly commissioned plays about Afghanistan. The theatre has strong community links and is well known for its political output.
- Working with Persian Care centre, designing newsletter, logo, and some extra activities with them. Working directly with the manager and the rest of the team. Newsletter is a free monthly outcome for the old people how are member of this charity. Mostly their poems, stories and photos to encourage them for extra activities and their weekly meetings.
- I worked on a 9 week voluntary Drama project in Winchester prison, where together the students and prisoners put on a play which was then performed 5 times to both an invited audience and other prisoners.
- I worked with an HIV Charity, providing arts-based workshops for some of their clients (predominantly HIV+ women who were seeking asylum). The workshops were optional for the women and were focused on play and community building. We performed short plays for the rest of the group and the NGO's staff.
- I produced a video for a government led youth project, using footage taken by the young people to document the project. I was paid for this.
- Volunteer work with handicapped children in the Ukraine – orphanages and street children outreach.
- Thinkpublic are a design agency who work with public sector clients. I spent two weeks working for them. The projects I worked on were for the NHS.

Students were also asked ‘What did you learn from this public or third sector activity that you feel will be of most value in relation to your future career aspirations?’ Here are some of the responses:

- That not all people in the public sector are just there for the purpose of doing nothing but really working hard and IT has to work everywhere.
- The difference our skills, as a designer, can make to the third sector. Our creative skills can be used to make a difference in more ways than for personal profit. This is

something that will definitely stick with me when deciding on the type of brief or company I want to work with, or for.

- I have learnt first-hand the potentially transformative power of arts in the criminal justice system and how it can make a positive contribution to rehabilitation and the prevention on recidivism. I know now that applying drama to community contexts is definitely the area I want to work in in the future, and am now fully aware of the challenges this kind of project can face but also how amazingly rewarding it can be.
- That exciting things happen when public/third sector work with designers.
- Learning to work with real clients has been a real eye opener – they don't always choose what you think they will! Also just learning to listen to other people – little things can inspire bigger idea and concept.
- The perspective towards the dance industry that I gained during the internship was the most valuable as I am now able to see how I could possibly fit into the industry upon graduation. It was also the best way to expand my network within the industry.
- The entire experience encouraged me (and has given me the confidence) to become more involved in other public art activities – and made me apply to a variety of opportunities since.
- My future career aspirations are to become a teacher so everything learned will be of most value to my future career plans.
- I gained an appreciation of how much music can help those who have difficulty communicating, and how involving them in the production of a show encourages them to be more self-confident and independent.
- I really learnt a lot about the charity and would love to work in the charity sector again in the future. Also I've learnt the value of making a good impression on people because if they like you, they'll use your services again more and more often.
- Open minded, flexible, ready to have everything at the last minute and find a way to put everything in a very little space. This work has a very limited budget so I had to be really careful. And make everybody happy and satisfied at the end of day.

For some of the respondents the experience was not that positive:

- Very little.
- That teaching isn't easy.
- The difference between what the client wants and what the users of the space want.
- That you have to lay firm boundaries otherwise people will take you for granted.

3.2.3 Duration of the WRA

These activities were for the most part extra-curricular (63, or 76.8%). They involved varying periods of time; 1-2 weeks was the most common (17, or 21%), followed by the longer-term category of over 30 weeks (15, or 18.5%). The largest number (37, or 45.1%) of respondents stated that the activity involved working both in a group and alone, followed by those who said it involved only group work (33, or 40.2%). Very few (12, or 14.6%) were working entirely alone.

3.2.4 Type of organisation

Students with WRA experience in the public/third sector were asked about the types of organisation for which they worked (they could tick more than one). The responses show that they worked predominantly in education (40, or 54.8%), charities (27, or 37%), and voluntary and community groups (25, or 34.2%); these were followed by government and social enterprises (both 11, or 15.1%) and the health service (9, or 12.3%). 13 (17.8%) were 'others' and 10 (13.7%) were 'don't knows'.

3.2.5 Reasons for taking part

The reasons given for taking part in WRAs varied somewhat between sectors (see Figure 9). Students doing WRAs in the commercial sector tended to give more reasons, which suggests that they have more precise goals. This must also be borne in mind when one looks at the percentages for each factor; ranking may therefore be more significant for comparative purposes. While the top three reasons given were the same, thereafter a number of differences were apparent. 'To have fun' appears in 4th place among students in the public/third sector, but only =9th in the commercial sector. 'For their moral/social value' is 6th in the public/third sector but in the last place in the commercial sector.

Figure 9. Reasons given by students for taking part in WRAs

	In the Public/Third Sector	%		In the Commercial Sector	%
1	For the opportunity to work on a real project	73.4	=1	For the opportunity to work on a real project	81.9
2	To gain work experience/build my CV	72.2	=1	To gain work experience/build my CV	81.9
3	To broaden my career opportunities	63.3	3	To broaden my career opportunities	74.8
4	To have fun	60.8	4	To gain knowledge of professional processes/ways of working	70.9
5	For inspiration	57	5	To gain knowledge of my chosen industry	68.5
6	For their moral/social value	51.9	=6	To work with professionals in my field	55.9
7	To gain knowledge of professional processes/ways of working	53.2	=6	To develop networks	55.9
8	To gain knowledge of my chosen industry	49.4	8	For inspiration	52.8

9	To develop networks	45.6	=9	To apply what I learnt on my course	47.2
10	To apply what I learnt on my course	36.7	=9	To have fun	47.2
11	To develop my 'soft' skills (problem solving, communication, presentation, etc.)	35.4	11	To develop my 'soft' skills (problem solving, communication, presentation, etc.)	45.7

3.3 ASSESSMENT AND FEEDBACK

Only about a third (31, or 37.8%) of the WRAs chosen in the public/third sector were assessed, a figure entirely in keeping with the fact that the majority were extra-curricular. It has to be said, though, that up to 41 students answered the subsequent questions on assessment, which distorts the figures. Assessment was clearly conducted by more than one actor. The proportions for WRAs chosen in the commercial sector were broadly similar (33.1%).

Students were asked how they were assessed (and could give more than one answer) (see Figures 10a and 10b). Of those assessed on WRAs in the public/third sector, over half (21, or 55.3%) were assessed by tutors, almost half (18, or 47.4%) by employers, over a third (14, or 36.8%) were self-assessed, and almost a quarter (9, or 23.7%) assessed by other students. The proportions for WRAs chosen in the commercial sector were somewhat different, with relatively more assessment by employers (tutors 50%, employers 60.6%, self 15.2% and other students 7.2%). This presumably reflects a stronger link between the formal curriculum and commercial employers.

Figure 10a. Assessors in the public/third sector (student responses)

Answer Options	Response Percent	Response Count
Tutors	55.3%	21
Employer/Client	47.4%	18
Self	36.8%	14
Other students	23.7%	9
Other (please specify)		6
	answered question	38
	skipped question	47

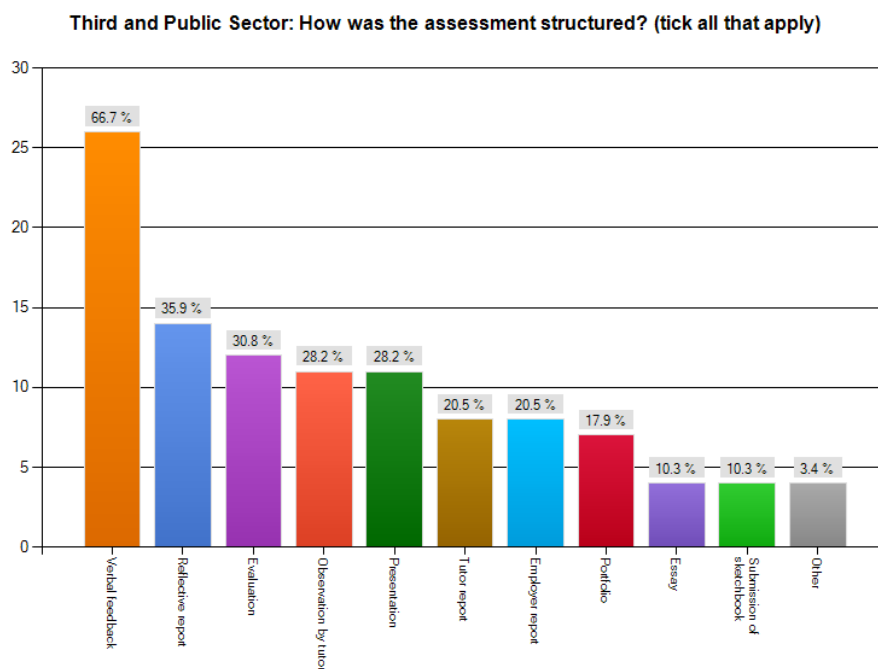
Figure 10b. Assessors in the commercial sector (student responses)

Answer Options	Response Percent	Response Count
Employer/Client	60.6%	40
Tutors	50.0%	33
Self	15.2%	10
Other students	7.6%	5
Other (please specify)		3
	answered question	66
	skipped question	69

In the public/third sector the majority (24, or 58.5%) were assessed individually; 8 (19.5%) were assessed as part of a group, and 9 (22%) were assessed in both ways. For the commercial system this is accentuated (68.7% assessed individually, 10.4% as part of a group, 20.9% both).

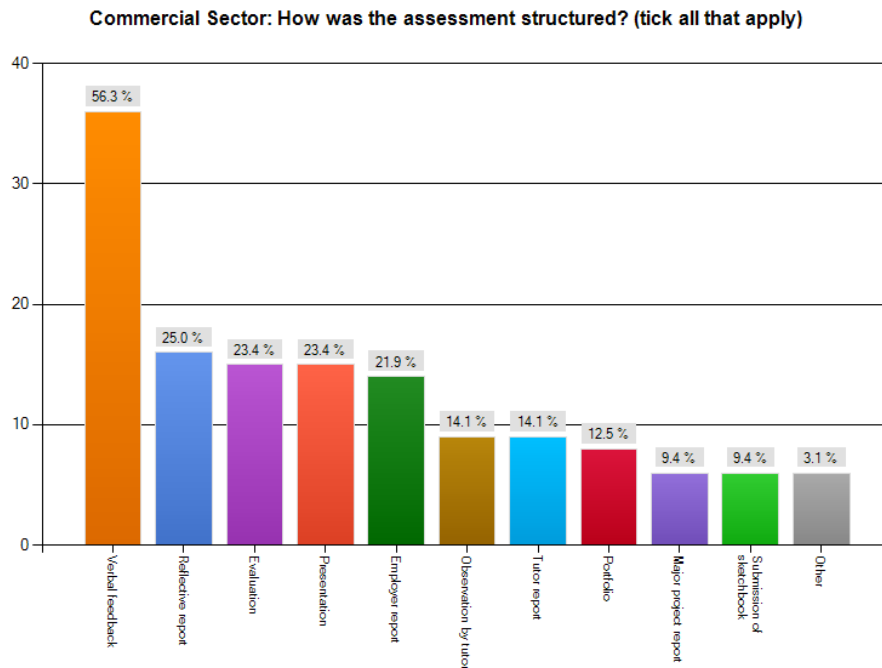
Assessment was structured in a variety of ways, with verbal feedback clearly dominating (26, or 66.7%), followed by reflective report (14, or 35.9%). Also common were evaluation (12, or 30.8%), presentation and observation by tutor (both 11, or 28.2%) (see Figure 11a).

Figure 11a. Methods of assessment in the public/third sector (student responses)



For the commercial sector the first three are in the same sequence; presentation is in fourth place by employer report (21.9%; compare 20.5% in the public/third sector) and, in equal proportions, tutor report and observation by tutor (14.1%. These had been significantly high in the public/third sector, at 20.5% and 28.2% respectively.) (see Figure 11b).

Figure 11b. Methods of assessment in the commercial sector (student responses)



Comments on feedback were generally positive. In the public/third sector, a rating average ('very useful' = 4, 'useful' = 3, 'fairly useful' = 2, 'not at all useful' = 1) shows that feedback from employers was most appreciated (rating average 3.10), closely followed by feedback from other students (3.06), with feedback from tutors in third place (3.00) (see Figure 12). In the commercial sector employers also came first (3.13), tutors second (3.03) and other students third (2.91).

Figure 12. Evaluation of feedback (student responses)

Answer Options	Public/Third Sector		Commercial Sector	
	Rating Average	Response Count	Rating Average	Response Count
Other students	3.06	34	2.91	59
Tutors	3.00	38	3.03	57
Employer/Client	3.10	38	3.13	67
Other		3		3
answered question	42		71	
skipped question	43		64	

In the public/third sector, feedback during the activities was valued slightly more (rating average 3.08) than that given afterwards (3.00) (see Figure 13). The opposite is true in the commercial sector; feedback after the activities was rated 3.21, that during the activities was rated 3.02.

Figure 13. Evaluation of timing of feedback (student responses)

Answer Options	Public/Third Sector		Commercial Sector	
	Rating Average	Response Count	Rating Average	Response Count
During	3.08	43	3.02	72
After	3.00	42	3.21	69
answered question	43		73	
skipped question	42		62	

3.4 EVALUATION

The most detailed question students were asked was to evaluate the skills and attributes that they developed during their WRA. A rating average was used to quantify their responses ('A lot' = 4, 'Some' = 3, 'Very little' = 2, 'Not at all' = 1). Comparison between responses of those with WRA experience in the public/third sector with those in the commercial sector produced some interesting and not always predictable results (see Figure 14). 'Self-confidence' came 1st in both tables; also ranked identically or close to it were 'creativity/imagination' (=8th and 9th), 'problem-solving' (14th) and 'being enterprising' (19th). On the other hand 'interpersonal sensitivity' came 2nd in the public/third sector but only 15th in the commercial sector; 'awareness of moral/social issues' appears 13th in the public/third sector and 19th in the commercial sector. 'Subject-specific skills' appear to be less valued in the public/third sector than in the commercial sector (16th as opposed to 8th); so are 'IT skills' (24th in the public/third sector, 17th in the commercial sector) and 'independent working/autonomy' (14th in the public/third sector, 2nd in the commercial sector).

Figure 14. Evaluation of WRA (student responses)

Public/Third Sector			Commercial Sector		
		Rating Average			Rating Average
1	self-confidence	3.53	1	self-confidence	3.41
2	interpersonal sensitivity	3.41	2	independent working/autonomy	3.39
=3	organisation/time management	3.40	3	oral communication	3.35
=3	oral communication	3.40	4	organisation/time management	3.33
5	Responsibility	3.39	=5	awareness of strengths	3.32
6	awareness of strengths	3.35	=5	Responsibility	3.32
7	flexibility/adaptability	3.32	7	flexibility/adaptability	3.25
8	initiative/decision-making	3.31	=8	subject specific skills	3.23
9	creativity/imagination	3.28	=8	creativity/imagination	3.23
=10	perseverance/resilience	3.23	=10	awareness of weaknesses	3.22
=10	working under pressure	3.23	=10	initiative/decision-making	3.22
12	awareness of weaknesses	3.22	=10	working under pressure	3.22
13	awareness of moral/social issues	3.20	13	perseverance/resilience	3.15
=14	problem solving	3.05	14	problem solving	3.07
=14	independent working/autonomy	3.05	15	interpersonal sensitivity	3.04
16	subject specific skills	2.97	16	networking skills	2.92
17	managing others/leadership	2.93	17	IT skills	2.90

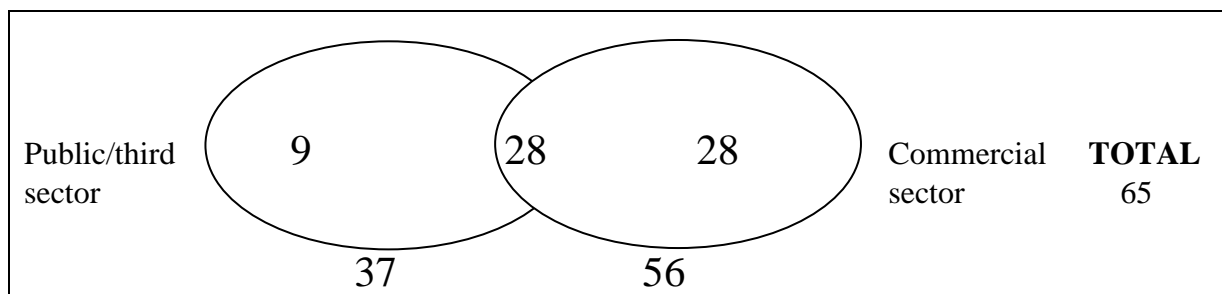
18	networking skills	2.84
19	being enterprising	2.72
20	presentation skills	2.64
21	written communication	2.52
22	financial awareness/managing budget	2.49
23	research skills	2.41
24	IT skills	2.32
25	proposal/bid writing	2.14

18	presentation skills	2.88
=19	being enterprising	2.80
=19	awareness of moral/social issues	2.80
21	research skills	2.67
22	written communication	2.62
23	financial awareness/managing budget	2.60
24	managing others/leadership	2.52
25	proposal/bid writing	2.20

4. THE TUTOR SURVEY

Tutors were asked to comment on the WRA experiences of their students in a survey very similar to that set for the students; for the most part, they were asked the equivalent questions. The number responding was smaller; 90, of which 65 completed the survey. Of these, 37 described WRAs that their students had done in the public/third sector and 56 described ones their students had done in the commercial sector. 28 covered both parts of the questionnaire.

Figure 15. Tutors who completed the survey



Since these numbers limit the value of statistical extrapolation, and since many of the questions have no immediate relevance to the evaluation of WRAs, comments in this section are limited to points of difference that are notable or interesting. The comments are also limited to the questions relating to the public/third sector.

4.1 THE POPULATION: PROFILE OF RESPONDENTS

4.1.1 Institutional affiliation

The institutional affiliation of the tutors who responded are given in Figure 16 below. Over half were from partner institutions.

Figure 16. Institutional affiliation of tutors who completed the survey

University	No
University of the Arts London	29
Arts Institute, Bournemouth	4
Hull School of Art & Design	3
Roehampton University	3
Southampton Solent University	3
University of Leeds	2
Bath Spa University	2
Glasgow Caledonian University	1
Croydon Higher Education College	1
Manchester Metropolitan University	1
University of Surrey	1
University of Birmingham	1
University of Wales, Newport	1

Coventry University	1
Edgehill University	1
University of Wolverhampton	1
University of Northampton	1
Birmingham Conservatoire	1
De Montfort	1
Northbrook College	1
Staffordshire University	1
Swansea Metropolitan University	1
City University	1
City University London	1
Middlesex University	1
Unknown	1
Grand Total	65

4.2 THE WORK-RELATED ACTIVITIES

Though their numbers were low, the WRAs in the public/third sector selected by tutors for evaluation have a different profile from those selected by students. The majority were course-based (72.7%, or 24, compared with 23.2% from the equivalent student respondents). This of course may simply be a reflection of what the tutors knew about. These WRAs tended to be of longer duration; 60.6% (20) were of 5 to 10 weeks (see Figures 17a-c; also compare with section 3.2.3 above).

Figure 17a. Duration of WRAs (tutor responses)

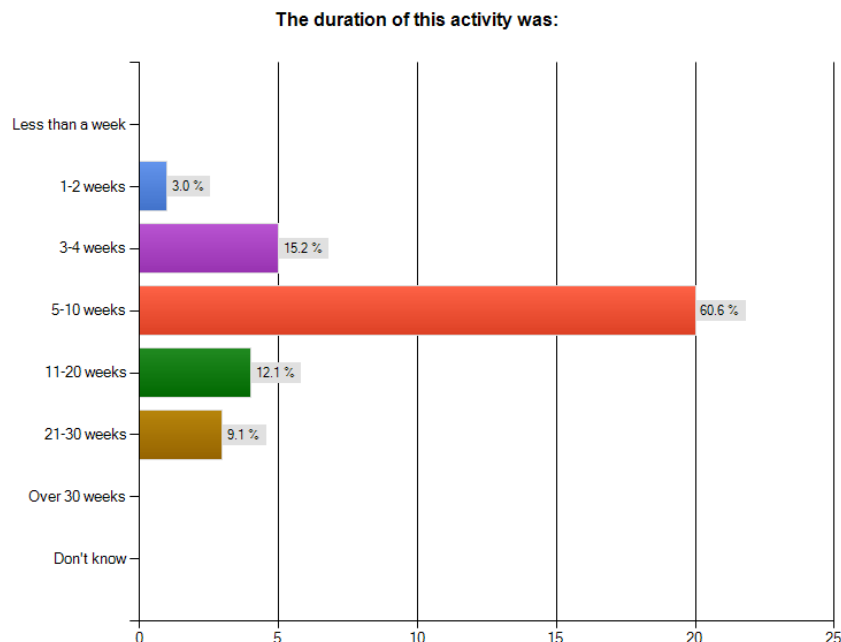


Figure 17b. Duration of course-based WRAs (tutor responses)

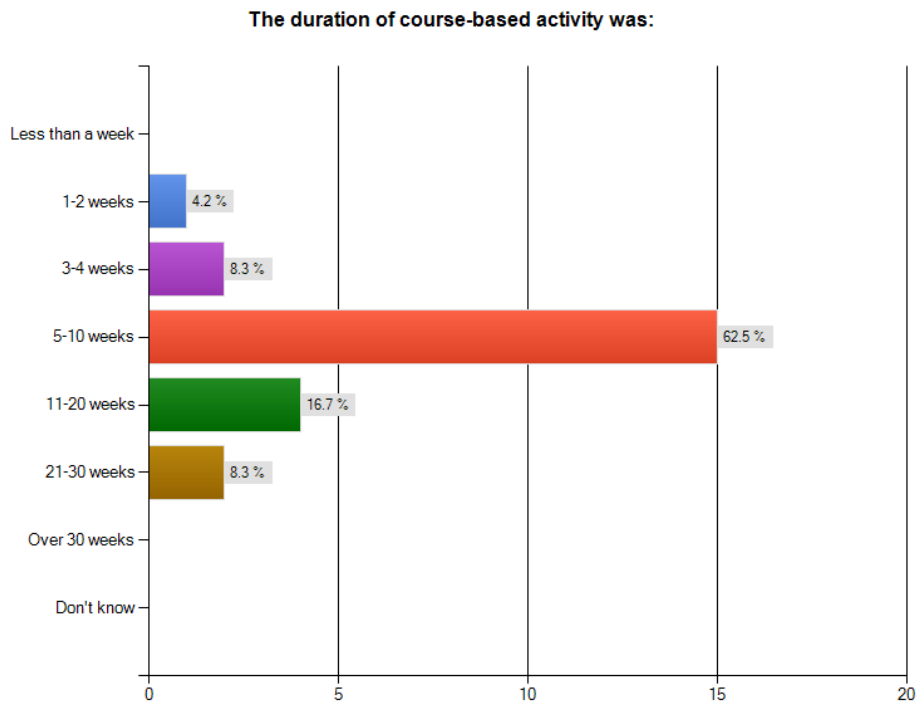
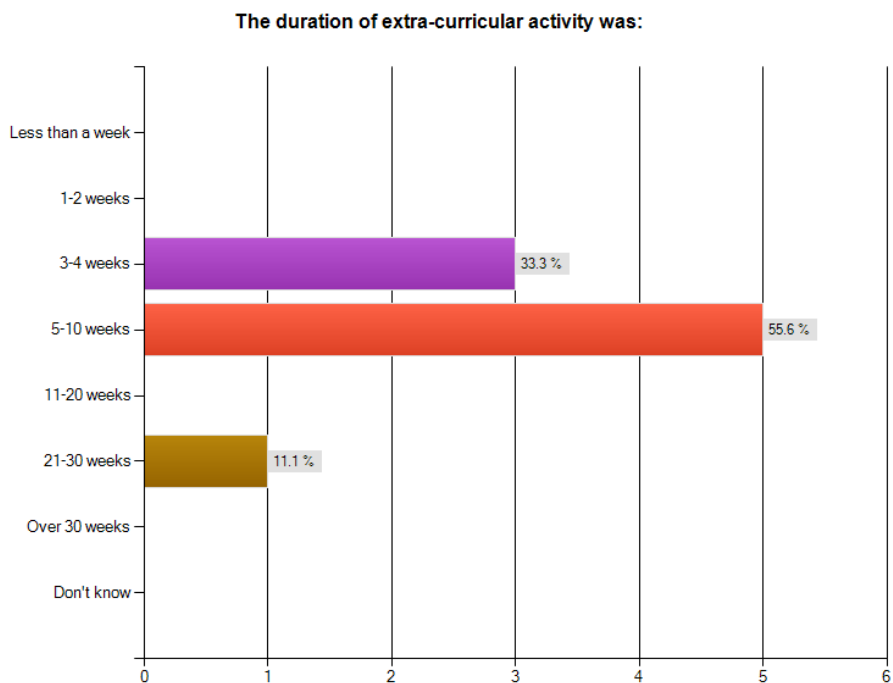


Figure 17c. Duration of extra-curricular WRAs (tutor responses)



Tutors were asked to evaluate the reasons their students took part in WRA (See Figure 18). There is a degree of correlation with the responses of students at the top end of the table (‘for the opportunity to work on a real project’, ‘to gain work experience/build their CV’, and ‘to

broaden their career opportunities’). Thereafter there is considerable divergence. The next three motives given by students – ‘to have fun’, ‘for inspiration’ and ‘for their moral/social value’ – do not feature in the first 11 of the tutors’ list. Instead they chose ‘to work with professionals’, ‘because they are assessed’ and ‘to gain technical skills relevant to their subject’.

Figure 18. Tutors’ and students’ evaluation of reasons students took part in WRA

STUDENTS		TUTORS	
In the Public/Third Sector	%	In the Public/Third Sector	%
1 For the opportunity to work on a real project	73.4	1 To gain knowledge of their chosen industry	92.9
2 To gain work experience/build my CV	72.2	=2 To gain work experience/build their CV	85.7
3 To broaden my career opportunities	63.3	=2 For the opportunity to work on a real project	85.7
4 To have fun	60.8	4 To broaden their career opportunities	82.1
5 For inspiration	57	=4 To work with professionals in their field	82.1
6 For their moral/social value	51.9	=4 To gain knowledge of professional processes/ways of working	82.1
7 To gain knowledge of professional processes/ways of working	53.2	7 To develop networks	75
8 To gain knowledge of my chosen industry	49.4	8 To apply what they learn on their course	71.4
9 To develop networks	45.6	9 To develop my 'soft' skills (problem solving, communication, presentation, etc.)	67.9
10 To apply what I learnt on my course	36.7	10 Because they are assessed	53.6
11 To develop my 'soft' skills (problem solving, communication, presentation, etc.)	35.4	=10 To gain technical skills relevant to their subject	53.6

4.3 ASSESSMENT AND FEEDBACK

The majority (71%, or 22) were assessed (compared with 37.8% in the commercial sector). It is likely that this difference is simply due to the tutors’ closer involvement with course-based WRAs. The great majority of students were assessed both formatively and summatively (80%, or 20). The data on the structuring of assessment compares closely with that furnished by the students, except that a higher proportion of tutors reported that portfolios were used (68%, or 17, compared with 17.9% of the student responses). This too is likely to reflect the

predominance of course-based WRAs in this response. The frequency of types of assessment varied between course based and extra-curricular activities (see Figures 19a and 19b).

Figure 19a. Methods of assessment of course-based WRAs (tutor responses)

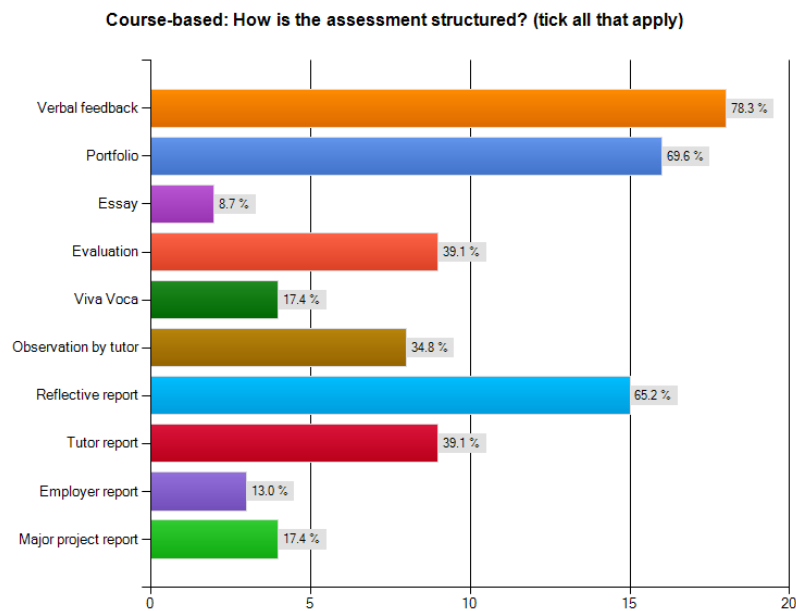
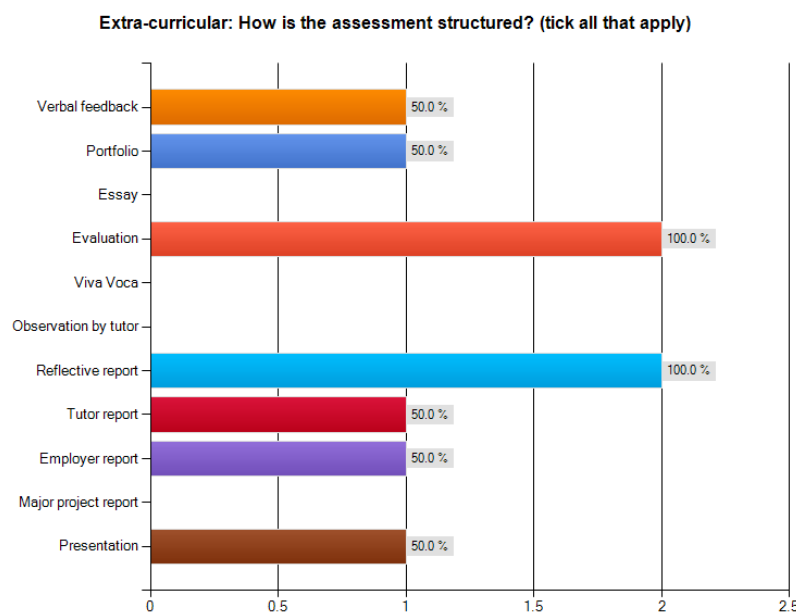


Figure 19b. Methods of assessment of extra-curricular WRAs (tutor responses)



Another, perhaps more revealing difference between tutors' and students' responses relates to the value placed on feedback. Students placed tutors in the last position, behind employers and other students (see above, Figure 12); tutors, on the other hand, placed themselves at the top (rating average of 3.15 for feedback from themselves, 2.96 for feedback from other tutors, giving a combined score of 3.06).

4.4 EVALUATION

As with the student survey, the most detailed question tutors were asked was to evaluate the skills and attributes they developed during their WRA. Compared with the student responses (see Figure 20), the biggest differences are as follows:

Tutors ranked a number of factors significantly lower than the students; most notably

- self-confidence (5th, as opposed to 1st in the student survey)
- interpersonal sensitivity (=11th; 2nd for students)
- awareness of strengths (=11th; 6th for students)
- initiative/decision-making (=15th; 8th for students)

Factors that were ranked higher by tutors include

- creativity/imagination (4th; 9th for students)
- problem-solving (8th; =14th for students)
- presentation skills (=9th; 20th for students)
- awareness of moral/social issues (7th; 13th for students)

Figure 20. Evaluation of skills acquired through WRA (tutor responses)

	Public\Third Sector	Rating Average
1	organisation/time management	3.68
2	oral communication	3.65
3	flexibility/adaptability	3.63
4	creativity/imagination	3.61
=5	self-confidence	3.55
=5	responsibility	3.55
7	awareness of moral/social issues	3.52
8	problem solving	3.5
=9	presentation skills	3.47
=9	independent working/autonomy	3.47
=11	interpersonal sensitivity	3.45
=11	awareness of strengths	3.45
=11	perseverance/resilience	3.45
13	awareness of weaknesses	3.43
14	working under pressure	3.42
15	initiative/decision-making	3.4
16	networking skills	3.3
17	subject specific skills	3.23
18	being enterprising	3.19
19	research skills	3.14
20	written communication	3
21	financial awareness/managing budget	2.83
22	IT skills	2.79
23	managing others/leadership	2.71
24	proposal/bid writing	2.58

Tutors were asked for a brief descriptions of one work-related activity that their students did in the public/third sector. Their responses included the following:

- Working with a Community Based Carnival Arts Organisation
- Advertising brief for Amnesty international
- Craft Projects to Disabled Youngsters in a Public Library
- Internship with professional artist during his residency and development of new installation at a gallery.
- Submissions of proposals for a Local Authority-led public arts commission.
- Public Sector – working with the NHS to create work for a new hospital build
- Charlton Athletic football club and their involvement with the local community
- Making promotional video for charity
- Community drama projects in residential care homes for older people
- TIE project involving liaison with Social Workers
- Arts in Action Creative Writing Project with under achieving boys in local school
- Producing a Public Relations Campaign for Hampshire Fire & Rescue Service

Tutors were also asked what they felt their students had learnt from the public/third sector activity that would be of most value in relation to their future career aspirations. Responses included:

- What it is like to work in the voluntary sector, especially in relation to restricted budgets, alternative audiences etc.
- is now a youth worker, having become passionate during her project about young people achieving their potential. She learned time management skills, project management skills, she also understood how poor her stage writing was at that stage, from trying to direct it! But the main thing she learned was how fulfilling such work was.
- The need for care and sensitivity when conducting social research; the ability to work collaboratively with other students, clients, advisors and the community; confidence to present ideas with conviction and authority.
- Broaden understanding of arts and their importance in society. Working with others including youth and children.
- Negotiation skills and working for a real client: students have to approach an organisation to become their clients and the winning design will be implemented.

- Liaising with a range of people in a number of workshop, educational, curatorial situations.
- Organisation, cooperation, working with professionals, dealing with children, embedding theoretical ideas of module within practical context.

5. THE EMPLOYER SURVEY

This survey was designed and launched later than the other two, in June 2009, and was closed only at the end of October 2009. The phased nature of roll-out allowed us to learn from the impact of the first two surveys, and modifications to the structure and design of the survey were possible. This improved the quality of the responses, but also made the employer survey less directly compatible with the other two. 64 employers responded, but 21 abandoned the survey as soon as they encountered the more detailed questions relating to WRAs. In all, 19 employers in the public/third sector completed the survey, and 24 from the commercial sector. While this data allowed for some interesting comparisons, the number of respondents mean that the significance of the survey is limited.

5.1 THE POPULATION: PROFILE OF RESPONDENTS

The 19 employers from the public/third sector who completed the survey were drawn from the areas in Figure 21:

Figure 21. Employers from the public/third sector

Creative arts and culture	6
Teaching and education	4
Charities and voluntary work	4
Public sector	2
Law	1
TOTAL	19

The 24 from the commercial sector were distributed as in Figure 22:

Figure 22. Employers from the commercial sector

Creative arts and culture	12
Retail and sales	5
Marketing, advertising and PR	2
Media	2
Business and management	1
Engineering and manufacturing	1
Property and construction	1
TOTAL	24

5.1.1 Age and size of employing organisations

A notable difference between the two sectors was the age of the organisations. The public/third sector employers who responded tended to be in older, more established organisations (5, or 26.3%, each in the categories 11-20 years and 21-50 years), while for the commercial sector 37.5% (or 9 respondents) each were in the categories 1-5 years and 6-10 years (see Figures 23a and 23b). Work done in the UAL Careers Services tends to confirm this characteristic of the commercial sector.

Figure 23a. Age of employer's organisation (public/third sector)

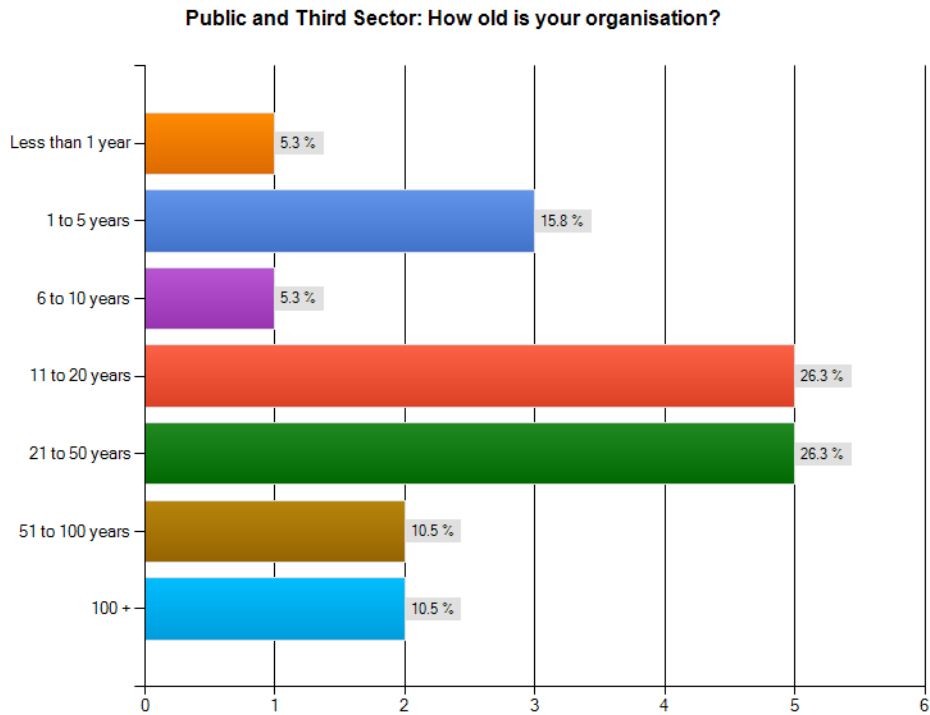
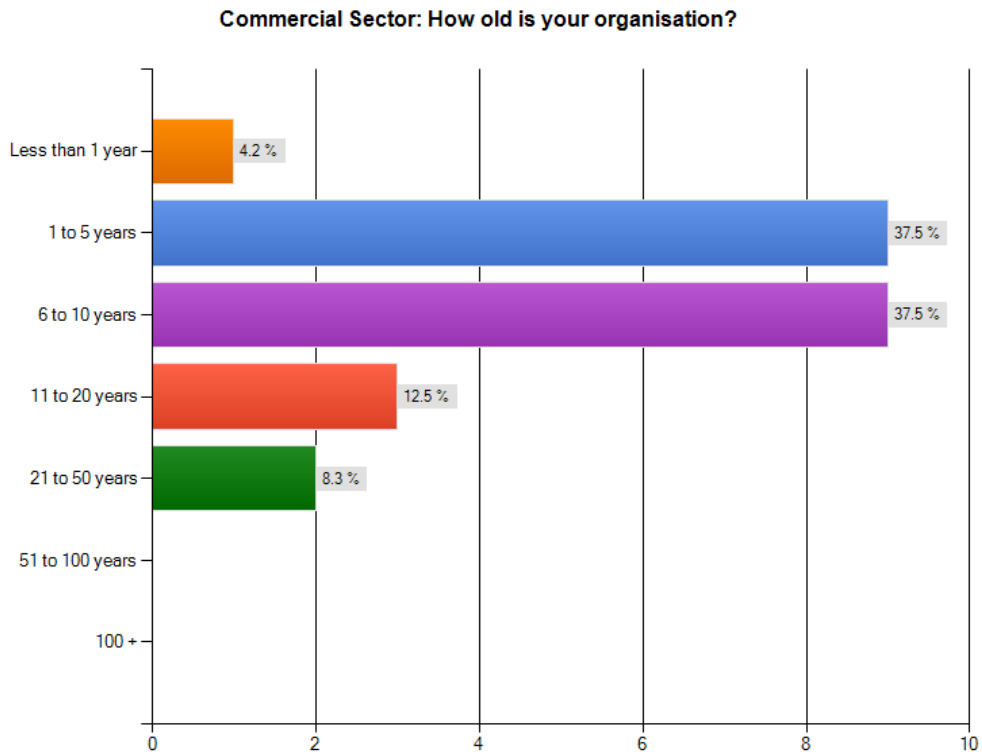


Figure 23b. Age of employer's organisation (commercial sector)



Public/third sector employers also tend to be larger, with more medium-sized ones represented and a significant number with more than 250 employees; none of the commercial employers were in this range, and two-thirds of them had fewer than five employees (see Figures 24a and 24b).

Figure 24a. Size of employer's organisation (public/third sector)

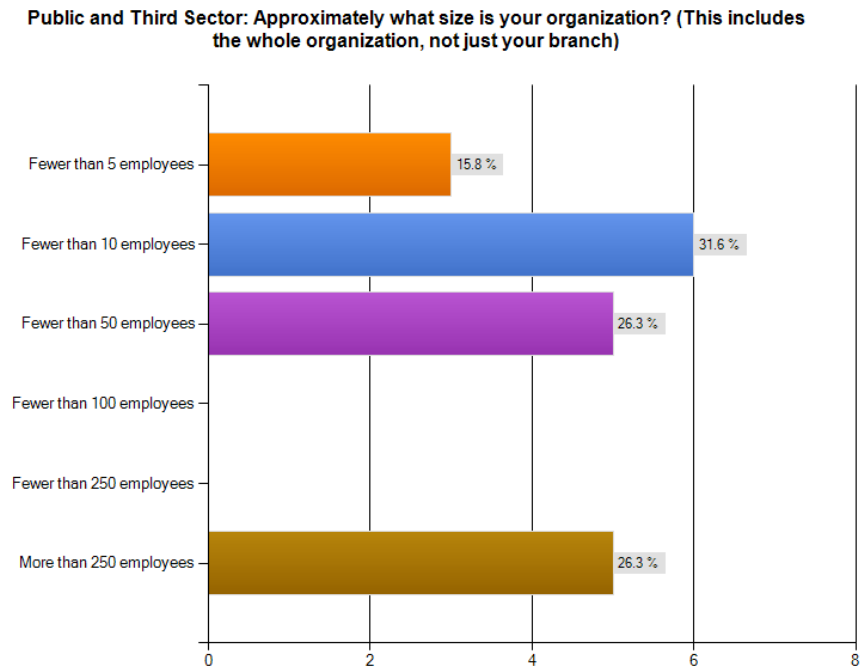
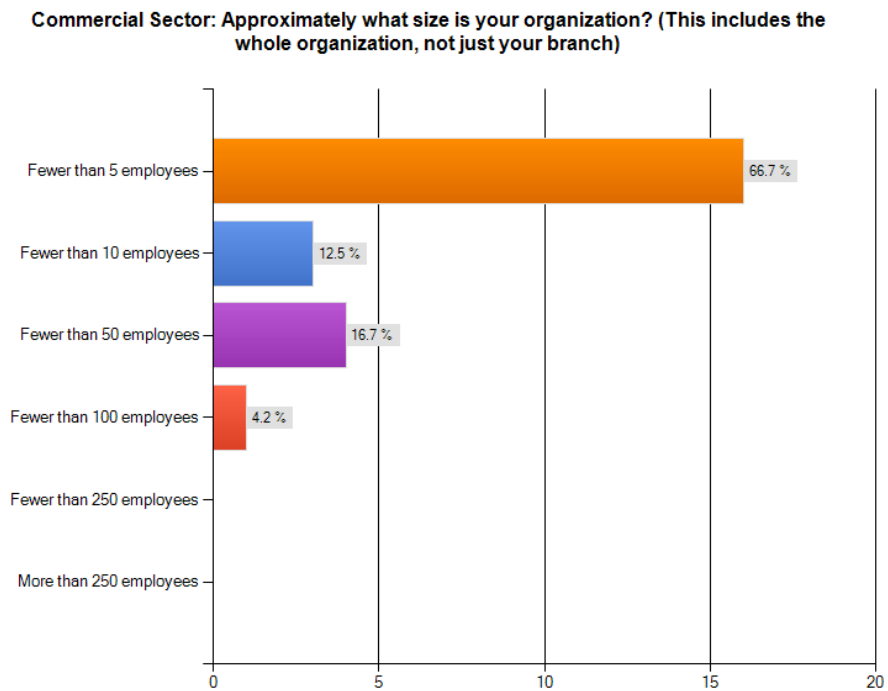


Figure 24b. Age of employer's organisation (commercial sector)



5.1.2 Location of employing organisations

The location of employers also shows a big difference. All but one of the 24 commercial respondents was based in London; among public/third sector employers the proportion was only 52.6% (10) from London, with wide dispersal of the remaining nine right across Britain.

5.2 THE WORK-RELATED ACTIVITIES

Respondents were asked which types of opportunity their organisation offered to students. The public/third sector employers appear to offer a greater range of opportunities. 84.2% (16) offered internships/work placements, 73.7% (14) offered volunteering, 31.6% (6) offered 'setting student projects' and 26.3 (5) offered competitions. In the commercial sector all 24 respondents offered internships/work placements, but only a handful offered anything else (two offered 'volunteering', one offered 'setting student projects') (see Figures 25a and 25b).

Figure 25a. Types of opportunity offered to students (public/third sector)

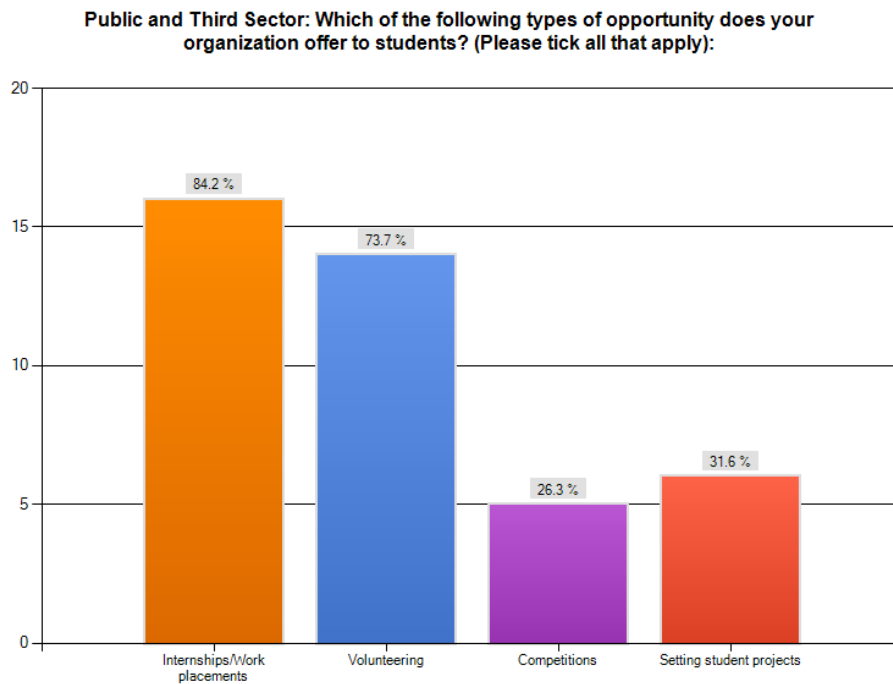
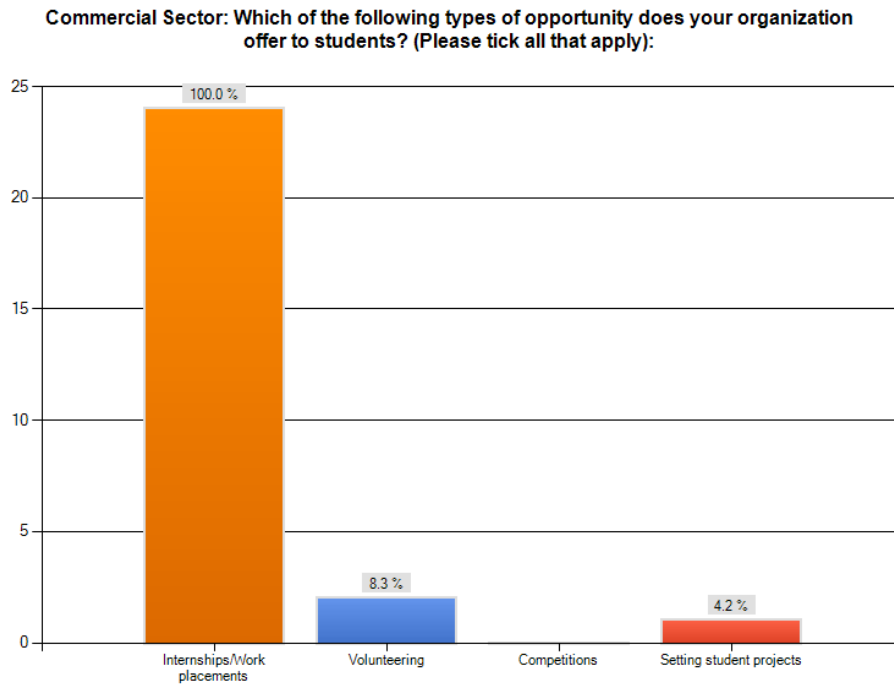


Figure 25b. Types of opportunity offered to students (commercial sector)



5.2 1 Organisation

Employers were asked how the opportunities were organised. In the public/third sector, tutors were more likely to be involved in arranging WRAs. In both sectors, approaches from students were the most common way in which WRAs were set up. The commercial sector was more likely to make use of career services, and it was also more common in this sector for approaches to be made by tutors (see Figures 26a and 26b).

Figure 26a. Organisation of WRAs in the public/third sector (employer responses)

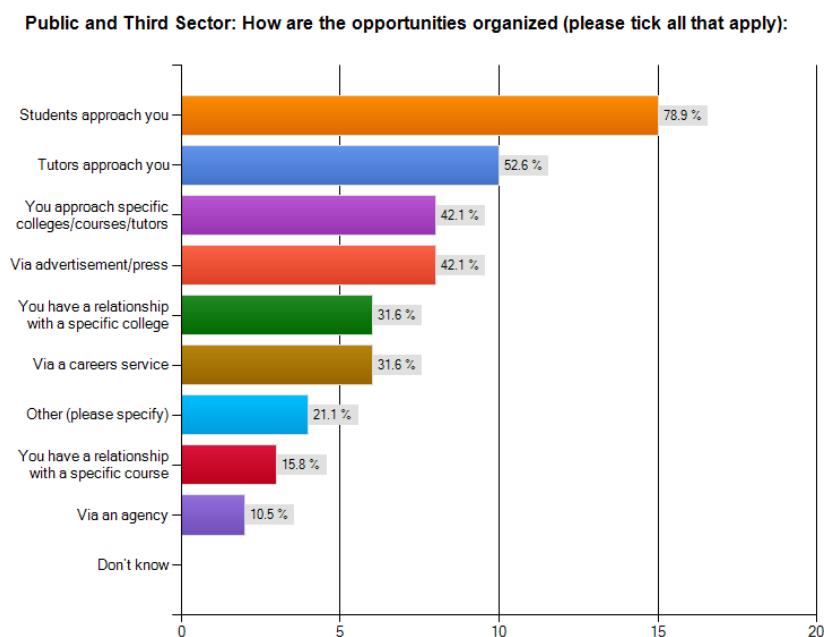
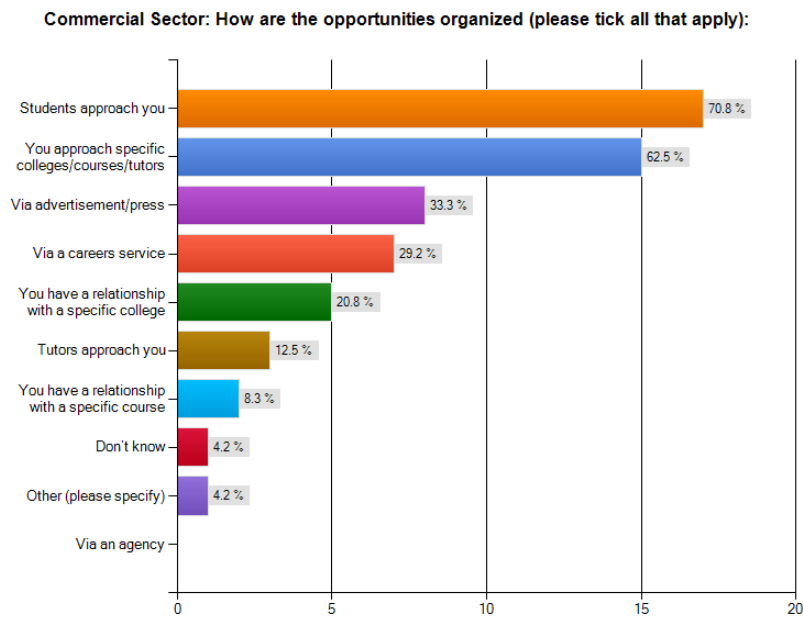


Figure 26b. Organisation of WRAs in the commercial sector (employer responses)



5.2.2 Training offered to students

Employers were asked whether they offered any kind of training. In the commercial sector 50% (12 cases) responded ‘always’, whereas in the private sector this was only 21.1% (or 4 cases). It is interesting that this should be so given the predominance of smaller and younger firms in the commercial sector.

5.2.3 Forms of WRA work

Both sectors reported a similar mix of individual and group work, with ‘both’ accounting for 78.9% (15 cases) in the public/third sector and 83.3% (20 cases) in the commercial sector.

5.2.4 Who do employers want?

In both sectors, employers said that they were much more likely to offer an opportunity to a creative/performing arts student than other students (73.7% in the public/third sector, 70.8% in the commercial sector). Within that, the sectors differed to a degree in which disciplines they preferred (Figures 27a and 27b). In the public/third sector, arts administration came a clear first (68.4%, or 13); in the commercial sector it came 5th (25%, or 6). Graphic design is desirable in both sectors, coming in first place in the commercial sector (62.5%, or 15) and second place in the public/third sector (47.4%, or 9 cases). The same is true of media (third place in the commercial sector at 33.3%, or 8 cases; fourth in the public/third place, at 31.6%, or six cases). Fine arts students were more attractive to the public/third sector (in third place, at 36.8%, or 7 cases) than the commercial (sixth place, at 20.8%, or 5 cases). In contrast, fashion/textiles is more popular in the commercial sector (second place, at 50%, or 12 cases) than in the public/third sector (sixth place, at 31.6%, or 6 cases). The same is true for product design (third place, at 33.3% or 8 cases in the commercial sector, seventh place, at 26.3% or 5 cases in the public/third sector). 3D design is not popular with either sector.

Figure 27a. Employers' preferences among creative arts students (public/third sector)

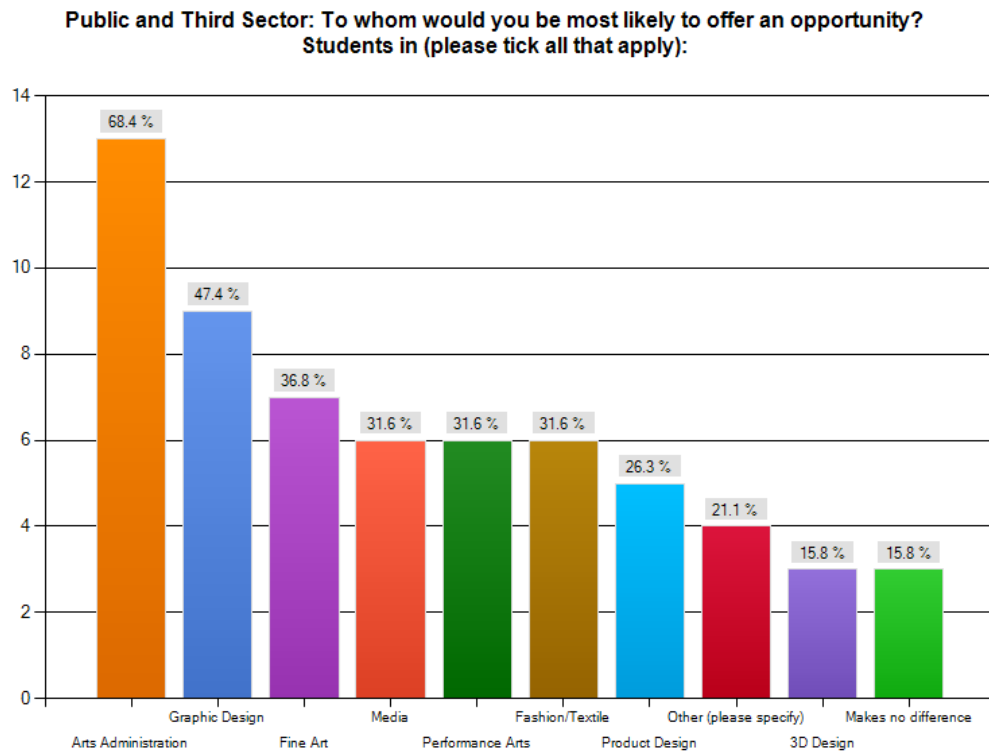
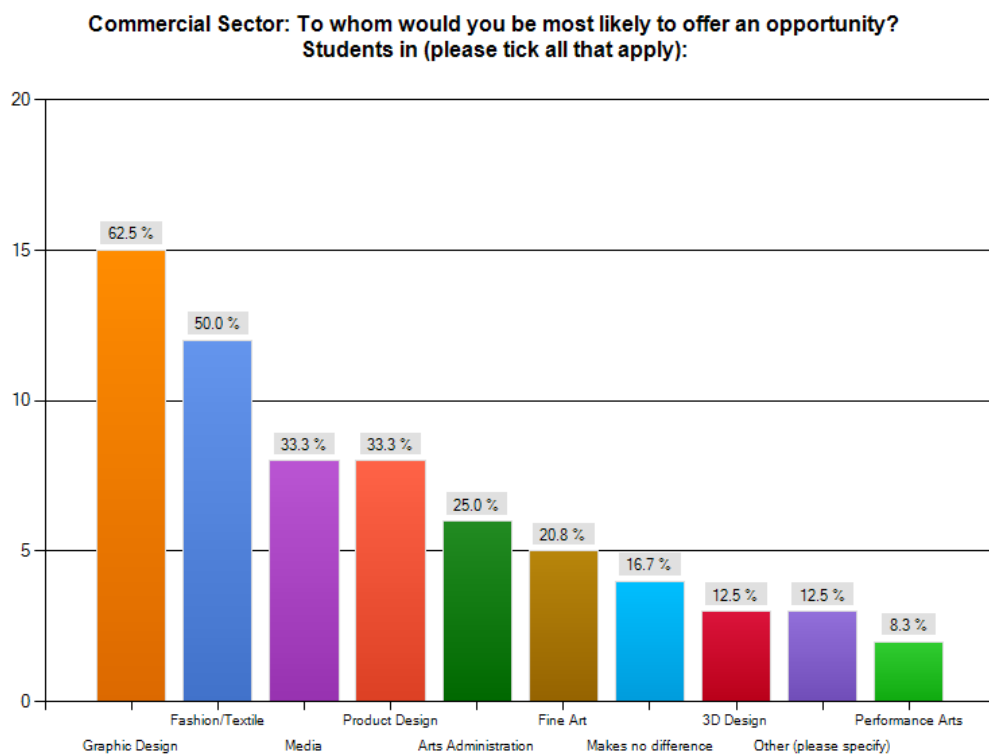


Figure 27b. Employers' preferences among creative arts students (public/third sector)



Employers were also asked why they wanted to work with creative/performing arts students. In both sectors 'subject-specific skills and knowledge' comes top, followed by 'general creative ability'. In a related question they were asked for other reasons they might have for working with students (and they were invited to tick all those which applied). In the public/third sector 100% of respondents ticked 'to help them with their careers', altruism which was not entirely matched in the commercial sector (83.3%). There were high scores as well, in both sectors, for 'fresh perspective', 'enthusiasm', 'energy', and 'to give something back to education'. 'Sense of fun' scored slightly less in each case.

Employers were asked whether it would make a difference to them whether the student was undergraduate or postgraduate. In both cases the answer was an emphatic negative (over 90%).

5.3 ASSESSMENT

In both sectors, the majority of responses indicated that the WRA was not assessed, which was explained in the survey as 'given a mark' (73.7%, or 14 cases, in the public/third sector, 66.7%, or 16, in the commercial sector). Where there was assessment in the public/third sector it varied substantially; it was done mostly by the employers but also by tutors, and sometimes in combination. In the private sector, six out of seven respondents said that it was done by employers, only one said it was done by tutors. The number of responses to this question, however, was too low to allow any clear conclusions.

5.4 EVALUATION

Employers were asked to state which skills were important to them in students (see Figure 28). Again, comparing the public/third sector with the commercial sector yielded some interesting differences.

Employers from the public/third sector ranked a number of factors significantly higher than their counterparts in the commercial sector, including

- creativity/imagination (1st, as opposed to 7th in the commercial sector)
- perseverance/resilience (3rd, as opposed to =12th in the commercial sector)
- problem-solving (4th, as opposed to =16th in the commercial sector)
- initiative/decision-making (10th, as opposed to 15th in the commercial sector)
- written communication (=10th, as opposed to 19th in the commercial sector).

Factors that were ranked lower by employers in the public/third sector included

- being enterprising (8th, as opposed to 2nd in the commercial sector)
- working under pressure (=15th, as opposed to 8th in the commercial sector)
- research skills (19th, as opposed to =12th in the commercial sector)
- interpersonal sensitivity (=12th, as opposed to 9th in the commercial sector)
- awareness of moral/social issues (=15th, as opposed to 11th in the commercial sector).

These last two factors are perhaps surprising (though the differences are not great)

Figure 28. Employers' evaluation of the skills desirable in students

Ranking	Public/Third Sector	Rating Average	Ranking	Commercial Sector	Rating Average
1	Creativity/imagination	3.69	1	Flexibility/adaptability	3.75
2	Organisation/time management	3.62	2	Being enterprising	3.54
3	Perseverance/resilience	3.54	=3	Organisation/time management	3.50
4	Problem solving	3.46	=3	Independent work/autonomy	3.50
=5	Flexibility/adaptability	3.38	5	Responsibility	3.42
=5	Independent work/autonomy	3.38	6	Oral communication	3.38
=5	Oral communication	3.38	7	Creativity/imagination	3.33
8	Being enterprising	3.33	8	Working under pressure	3.29
9	Responsibility	3.31	9	Interpersonal sensitivity	3.26
=10	Initiative/decision-making	3.23	10	Subject specific skills	3.25
=10	Written communication	3.23	11	Awareness of moral/social issues	3.21
=12	Subject specific skills	3.15	=12	Research skills	3.17
=12	Interpersonal sensitivity	3.15	=12	Self-confidence	3.17
=12	Self-confidence	3.15	=12	Perseverance/resilience	3.17
=15	Awareness of moral/social issues	3.00	15	Initiative/decision-making	3.13
=15	Working under pressure	3.00	=16	Problem solving	3.08
=17	IT skills	2.92	=16	Awareness of strengths	3.08
=17	Awareness of strengths	2.92	18	IT skills	3.04
19	Research skills	2.85	19	Written communication	2.96
20	Awareness of weaknesses	2.83	20	Awareness of weaknesses	2.92
21	Presentation skills	2.77	21	Presentation skills	2.58
22	Networking skills	2.38	=22	Financial awareness/managing budget	2.25
=23	Managing others/leadership	2.08	=22	Networking skills	2.25
=23	Financial awareness/managing budget	2.08	24	Managing others/leadership	1.92
=23	Proposal/bid writing	2.08	25	Proposal/bid writing	1.83
	answered question	13		answered question	24
	skipped question	4		skipped question	0

The list of skills was identical to that used in the student and teacher surveys, albeit to ask a slightly different question, namely what skills did tutors and students expect that students would develop during their WRA. Given the different questions asked, formal triangulation is impossible; nonetheless, juxtaposing the responses does shed indirect light on the issues.

The qualitative data from this survey reveals more about what employers thought about their students. Responses of public/third sector employers to the question 'Could you tell us three good things about working with creative/performing arts students?' included the following:

Respondent 1

- Creative students bring a freshness and enthusiasm to the creative process.
- Because students are relatively low cost, they can often explore projects more thoroughly than our regular creatives, who often have to work to tighter time constraints.
- Creative students bring new perspective and ideas because they have spent time in an academic environment where they are exposed to many different ideas and influences

(compared to our own creatives who are restricted to a fairly narrow perspective because they work for one organisation for an extended period).

Respondent 2

- Helping them with their careers – learning about running a creative organisation.
- Utilising their skills/expertise, particularly technical.
- Getting their opinions about work, getting a different perspective (of someone younger).

Respondent 3

- Introduces the organisation to new emerging artists and other talented individuals through these students.
- Fit in well with staff, majority of whom are creative graduates.
- Internships have led to graduate students finding work / opportunities outside of the organisation.

Respondent 4

- Lots of enthusiasm.
- Willing to put in the extra mile.
- Usually take the work beyond the placement i.e. will continue to advocate for the organisation after the placement'.

Respondent 5

- New perspective.
- Challenges ways of looking at a brief.
- Great opportunity to develop both creative talent and creative direction/mentoring skills.

Some responses from the commercial sector:

Respondent 1

- We need people who live and breathe what they do, who have real enthusiasm. Good creatives are geeks, they can't think of much else they have a desire that comes from self determination of their creativity. After a few years maybe 10-15 the spark gets knocked out of creatives or designers when working in industry
- They are indispensable because they are fast, always get the job done and the client is always happy, however the fresh blood and excitement reminds the old boys what they once had and also gives them a boost.

Respondent 2

- They have a passion for their subject and it's great seeing them realise they can forge a career out of something they love so much.
- They often bring a fresh perspective to the office.
- They always seem to be interested in what they are learning.

Respondent 3

- It's a great way to meet the future of our industry.
- They bring a different point-of-view to the studio.
- They have no ingrained 'work-place' constraints.

Respondent 4

- Fresh angle on presentation of our products.
- Focuses on our minds on working towards a goal/target while the student is with us.
- New skill set helps us greatly.

Respondent 5

- There is an energy and passion about fashion and also a thirst for knowledge.

6. SUMMARY

Among the key points to emerge from the surveys, the following stand out:

Recruitment, establishment and organisation of WRAs:

- Students worked predominantly in education, charities, and voluntary and community groups; these were followed by government and social enterprises and the health service.
- Students who engaged in WRAs in the public/third sector have different priorities from those in the commercial sector.
- It appears that students in the public/third sector are more ‘people-focused’ than those in the commercial sector who are more ‘goal-focused’.
- Gender differences are marked; female students have strong preference for the public/third sector.
- Students with disabilities (other than dyslexia) are more likely to be engaged in the public/third sector.
- More WRAs are self-generated than organized by courses.
- The public/third sector is more likely to offer a wider range of WRAs.
- The commercial sector more likely to offer training to students.
- There appears to be a strong link between the formal curriculum and commercial employers.

Evaluation:

- Students rated their development of interpersonal skills much more highly in the public/third sector than in the commercial sector. For development of independent working the reverse is true.
- When commenting on WRAs students ranked personal development issues more highly than tutors.
- ‘Subject-specific skills and knowledge’ and ‘general creative ability’ were the characteristics of creative arts students that employers valued the most.
- When employers were asked to evaluate the skills that were important to them in students, significant differences between the two sectors emerged. In the public/third sector, qualities such as ‘creativity/imagination’, ‘perseverance/resilience’ and ‘problem solving’ were valued more highly; ‘being enterprising’, ‘working under pressure’ and ‘research skills’ much less so.
- Students perceived the value of feedback from tutors as rather lower than did the tutors themselves.