

Centres for Excellence in Teaching and Learning

Employability Audit Instrument Exemplar

EMPLOYABILITY AUDIT INSTRUMENT

The employability audit instrument is designed with two purposes in mind:

1. To provide a framework which can be used by course teams to audit the employability aspects of their course, and identify possibilities for further developing these aspects;
2. To provide a framework for panels (faculty-based and USP) to appraise the employability aspects of courses put forward for validation.

Its purpose is to encourage self-evaluation and action planning by course teams, and provide a structure for conversations between validation panels and course planners. It is designed for speed and ease of use, whilst generating sufficient information to be able to map employability dimensions and surface both strengths and aspects worthy of further development within provision. A lengthier audit instrument is available if course teams wish to undertake a more detailed evaluation.

The audit tool aligns a number of categories:

1. Employability features - these are the features identified in the SHU Employability Framework and which drive the work of the Employability CETL.
2. Employability attributes - these are based upon the work of Yorke and Knight, and have been grouped in relation to the SHU Employability Framework. Some attributes can be identified with and contribute to more than one Employability Feature, due to the holistic nature of the SHU Employability Framework.
3. The location of employability aspects within courses e.g. within particular modules, processes and levels.
4. Examples of employability practices (by way of illustration, details have been included for undergraduate provision in the faculty of O+M, and postgraduate distance learning provision in ACES).
5. Evaluation - a self assessment of the relative strengths of employability aspects, and recommendations for future developments.

The electronic version of this document includes links to briefing papers and resources that can be used to inform any development work proposed by course teams.

If you would like any help or advice in using this instrument please contact Richard French in the first instance on extension 4735.

EMPLOYABILITY AUDIT

| Employability Features | Employability Attributes | Where does it occur? (E.G Modules, levels) Is it assessed? | Examples | Evaluation and actions: strong or weak aspect of provision; proposals/ actions |
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| 1. Progressive development of autonomy | <ul style="list-style-type: none"> • Self awareness, personal reflection, personal management and development • Critical evaluation & reflection • Self confidence, positive attitude, self determination, enthusiasm • Action planning & implementation, decision making | | <p>O&M Undergraduate:</p> <ul style="list-style-type: none"> • Portfolio, Learning log, Placement diary • Throughout the course requirement in modules to behave increasingly autonomously through levels 4, 5, (placement), and 6 • Needs to be reflected in learning and assessment tasks • Strong link to PDP <p>ACES Postgraduate distance learning</p> <ul style="list-style-type: none"> • First module designed to ease transition, start to develop level 7 skills, introduce PDP • Autonomy is developed through study modules • Research Skills module prepares for Dissertation | |

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| <p>2. Key Skills development</p> | <ul style="list-style-type: none"> • Academic development, literacy/numeracy • Research and investigation skills, problem solving • Information skills, information management and retrieval • ICT skills • Languages, cross-cultural/global awareness • Ethical sensitivity, integrity • Critical evaluation & reflection | | <p>O&M Undergraduate:</p> <ul style="list-style-type: none"> • Distributed in modules on the course; • Vertical and horizontal fit necessary. • Hierarchy of skills <p>ACES Postgraduate distance learning</p> <ul style="list-style-type: none"> • Core modules focus on skills development - but not languages nor ethical • All modules develop skills, especially level 7 critical evaluation • Some Cross-cultural awareness via working with students in different countries via BB | |
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| <p>3. PDP</p> | <ul style="list-style-type: none"> • Self awareness, personal reflection, personal management and development • Self confidence, positive attitude, self determination, enthusiasm • Action planning and implementation, decision-making • Professional development | | <p>O&M Undergraduate:</p> <p>Determined by local PDP system which will decide how students are encouraged to articulate and record their personal and professional development.</p> <p>ACES Postgraduate distance learning</p> <p>PDP is started in first module, encouraged in subsequent modules via reflection questions within module evaluation survey.</p> | |
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| <p>4. Real world activities</p> <p>7. Work related learning</p> | <ul style="list-style-type: none"> • Professionalism & time management • Professional development • Interpersonal skills, consultancy, customer orientation • Business acumen; entrepreneurship; risk-taking; innovation, creativity; business opportunity awareness • Leadership • Emotional intelligence, resilience | | <p>O&M Undergraduate:</p> <ul style="list-style-type: none"> • Built into the course modules and reflected in the learning, teaching and assessment strategy; • simulations; • replication of tasks required in the real world; • work experience (voluntary, sandwich placement, WBL) <p>ACES Postgraduate distance learning</p> <ul style="list-style-type: none"> • MSc professional part-time learners already in work, all modules work-related. Application of theory <=> professional practice • Case studies • Sharing of practice via BB forums | |
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| <p>5. Reflection on use of knowledge and skills, transfer of these to work environment</p> | <ul style="list-style-type: none"> • Critical evaluation, reflection • Self awareness, personal reflection, personal management and development • Action planning and implementation, decision making • Self-confidence, positive attitude, self determination, enthusiasm • Ethical sensitivity, integrity | | <p>O&M Undergraduate:</p> <p>As part of modules and extra-curricular activities, pulled together by PDP or designated module.</p> <p>ACES Postgraduate distance learning:</p> <p>MSc ITM - elements of this within all modules - assignments are work- and/or case-study- based. Also reflection and transfer encouraged via PDP.</p> | |
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| <p>6. Career management skills</p> | <ul style="list-style-type: none"> • Self awareness, personal reflection, personal management and development • Information skills • Action planning and implementation of decision making • Self-confidence, positive attitude, self-determination, enthusiasm • Professional development • Opportunity awareness | | <p>O&M Undergraduate:</p> <ul style="list-style-type: none"> • Placement diary; PDP; • Supported by careers service <p>ACES Postgraduate distance learning</p> <p>Ongoing part of PDP. Relate professional, academic and personal goals and start Action Plan in first module</p> | |
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| 8. Preparation for specific professional areas | <ul style="list-style-type: none"> • Professional development • Languages <p>(plus others as applicable)</p> <p>Depends on respective professional bodies</p> | | <p>O&M Undergraduate:</p> <p>Specific modules</p> <p>ACES Postgraduate distance learning:</p> <p>Part of students' Continuing Professional Development</p> | |
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| <p>9. Enterprise / innovation/ creativity</p> | <ul style="list-style-type: none"> • Business acumen, entrepreneurship, risk-taking, innovation/creativity, business opportunity awareness • Leadership • Emotional intelligence, resilience (3) | | <p>O&M Undergraduate:</p> <p>As part of modules and reflected in appropriate approach to TLA or in the form of specific modules</p> <p>ACES Postgraduate distance learning:</p> <p>Nothing specific</p> | |
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