

e3i Validation Pack



INTRODUCTION TO THE PACK

This pack of information has been put together by the Centre for Excellence in Employability (e3i) at Sheffield Hallam University to help Subject, Course and Module teams when considering the development of the employability aspects of their provision. e3i is one of 74 CETLs funded by HEFCE to encourage and support excellence in various aspects of learning, teaching and assessment. Sheffield Hallam University has a strong tradition of engagement with employability, culminating in employability being featured as one of the three SHU core values. e3i works with colleagues to enhance, integrate and embed employability within the student experience.

The pack includes resources, guidance and activities that can be used to gain a deeper understanding of what employability means in a higher education context, and which can be used in discussion groups, workshops and planning situations. Suggestions are included as to how the resources can be used.

We hope that these materials will be helpful in your employability work, and would welcome feedback and comments on their focus and content. In addition, the CETL website has other resources and information that may be of use and interest:

www.shu.ac.uk/cetl

If you would be interested in arranging a meeting to discuss the SHU employability agenda or any aspect of the work of e3i please contact:

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e3i Validation Pack



THE SHEFFIELD HALLAM UNIVERSITY EMPLOYABILITY FRAMEWORK

This is an official policy document of the university, adopted in 2004, and is intended to guide the curriculum and LTA design and practice of courses.

Employability Framework

1. Purpose of the Framework

The University Framework provides a definition of employability and outlines those features of a course which contribute to enhancing students' employability.

The Framework is intended to:

- ensure that University staff and students share a common understanding of employability
- enable Faculties to develop their own curriculum and support strategies appropriate to their portfolio of courses
- build on and extend existing good practice.

2. Key Feature

The Framework is underpinned by the following key features:

- the development of employability is focussed on student needs and should reflect the diversity of individual career and life paths
- good learning, teaching and assessment practice is the corner stone of employability development in students
- the encouragement of the transfer of learning on the course into employment and other lifestyle choices e.g. accredited learning from work through independent study, work placement etc.
- the framework builds on and integrates current and developing policies and strategies related to Key Skills, Learning from Work, Progress Files, Enterprise and Career Management.

3. A definition of employability

The definition published by the Employability Working Group (late 2002). This definition is non-restrictive, and encompasses a wide range of career and lifestyle choices.

Enabling students to acquire the knowledge, personal and professional skills and encouraging the attitudes that will support their future development.

4. What employability means in practice

4.1 Enhancing employability from a student perspective has a number of elements

See Appendix 1 for an expansion of the following:

Core features of a programme of study:

1. The progressive development of autonomy.
2. The development of skills (cognitive/intellectual; subject specific; professional; Sheffield Hallam Key Skills: Communication - Writing Skills, Oral Communication Skills, Visual Communication Skills, Information Skills; Information Technology; Working with Numbers; Working with Others; Improving own Learning; Solving Problems. See

the Sheffield Hallam Generic Learning Outcomes at http://registry.shu.ac.uk/dept/intranet/ac_pol_frme/4_GenLO.doc).

3. Personal Development Planning (involving reflection and action planning), supported within the curriculum and by tutors.
4. The inclusion of activities which are similar to those required in external environments (to encourage students' ability to see how their skills and knowledge might be transferred).
5. Students' explicit reflection on their use of knowledge and skills in order to identify what is appropriate for different contexts eg: operating in different groups; using subject knowledge in work tasks; writing reports on the course and then in employment (to encourage students' ability to see how their skills and knowledge might be transferred).
6. The encouragement of career management skills: self awareness; opportunity awareness; decision making; transition skills (including job application skills). These enable students to pull together and make sense of their experiences in order to identify and attain their future goals.
7. Engagement with work-related learning.

Other features which may be provided by a programme of study

8. Preparation for specific professional areas
9. Engagement with activities with a specific enterprise focus both within and outside the subject.

4.2 Examples of current features of University curricula supporting the development of employability

Core features of all existing courses, encouraged by validation and quality processes:

- good learning, teaching and assessment practice
- the integration of cognitive, subject specific, professional and key skills (see 4.1.2 above)
- the integration of progress files
- the incorporation in the curriculum of employability issues in any relevant QAA bench marking statement.

Features to be found on a less consistent basis but which are nevertheless established in several if not many areas:

- a vocational focus
- student projects in partnership with/in industry and commerce
- sandwich placements/professional practice
- accredited learning from work
- elective and option modules
- Independent Study Modules - mainly Cultural Studies and Student Volunteering
- Career Management Modules and career management activities within other modules forming part of the curriculum
- modules on topics such as enterprise / setting up own business
- self directed study in the Learning Centre.

5. Bibliography (from the Generic Centre)

- (1) Lees, D. (2002) Graduate employability - literature review.
- (2) Lees, D. (2002) Information for Academic staff on Employability
- (3) Yorke, M., Knight, P. (2003) The Undergraduate Curriculum and Employability
- (4) Allison, J., Harvey, C. and Nixon, M. (2002) Enhancing Employability: a long term strategic challenge
- (5) Edwards, G. (2001) Connecting PDP to employer needs and the world of work
- (6) Generic Centre: Guide for busy academics No 5 - Enhancing student learning through voluntary work

For additional publications see the Generic Centre Resources database

<http://www.ltsn.ac.uk/genericcentre/index.asp?id=18285>

Appendix 1

Note. In column 3 'well covered' means there are already well embedded institutional policies.

Core features of a programme of study	Examples	Current institution-wide policies/strategies
1 The progressive development of autonomy	Students given specified tasks, then tasks with guidance, then tasks with limited guidance; students are supported in moving from one stage to the next.	The Sheffield Hallam Generic Learning Outcomes - part of the Academic Framework.
2 The development of skills (cognitive/intellectual; subject specific; professional; Sheffield Hallam Key Skills: for a clarification of the skills subsumed under these headings, see the Sheffield Hallam Generic Learning Outcomes at http://registry.shu.ac.uk/dept/intranet/ac_pol_frm e/4_GenLO.doc).	- Explicit learning outcomes and assessment criteria, relevant and valid learning, teaching and assessment methods.	The Sheffield Hallam Generic Learning Outcomes - part of the Academic Framework. Institutional resources (e.g. Key Skills resources such as 'Key Skills Online' and 'Infoquest'). Programme Specifications.
3 Personal Development Planning (involving reflection and action planning), supported within the curriculum and by tutors.	- PDP processes are being planned into curricula. - Reflection and action planning are part of the Sheffield Hallam Generic Learning Outcomes (examples of methods include self assessment, peer review, portfolios building, reflective logs, learning contracts etc)	The Framework for the implementation of Progress Files. Institutional resources (e.g. Key Skills resources, ePDP in Blackboard). The Sheffield Hallam Generic Learning Outcomes - part of the Academic Framework.
4 The inclusion of activities which are similar to those required in external environments (to encourage students' ability to see how their skills and knowledge might be transferred).	'Real world' course activities can include report writing, making presentations, group work, projects, simulations, case studies, learning from work (e.g. placements, professional practice, work-based learning, Independent Study Modules etc)	Guidelines for awarding academic credit for Learning from Work (under discussion and informing the Assessment Working Group).

<p>5 Students' explicit reflection on their use of knowledge and skills in order to identify what is appropriate for different contexts eg: operating in different groups; using subject knowledge in work tasks; writing reports on the course and then in employment (to encourage students' ability to see how their skills and knowledge might be transferred).</p>	<p>Activities requiring use of skills in different context with explicit learning outcomes, assessment criteria and reflective activities - to help students see connections</p>	<p>To be addressed by the LTI: staff understanding of the transfer issue; guidance on how to foster transfer.</p>
<p>6 The encouragement of career management skills: self awareness; opportunity awareness; decision making; transition skills (including job application skills). These enable students to pull together and make sense of their experiences in order to identify and attain their future goals.</p>	<ul style="list-style-type: none"> - Activities throughout the curriculum which encourage reflection and autonomy. - Learning from work activities. - The encouragement of autonomy. - Career Management modules or career management sessions in the curriculum. 	<p>The Sheffield Hallam Generic Learning Outcomes - part of the Academic Framework. Proposed new Programme Specification. QAA Code of Practice (Careers Education, Information and Guidance).</p>
<p>Other features which may be provided by a programme of study</p>	<p>Examples</p>	<p>Current policies/strategies</p>
<p>7 Engagement with work-related learning.</p>	<p>Voluntary work, structured work experience (e.g. placements, professional practice, Independent Study Modules, work based learning, accreditation of part time work), extra curricula activities</p>	<p>Hallam Volunteering. Hallam Award. Guidelines for awarding academic credit for Learning from Work (under discussion and informing the Assessment Working Group).</p>
<p>8 Preparation for specific professional areas</p>	<p>Meeting professional/statutory body requirements, professional practice, development of knowledge and skills related to a specific profession</p>	<p>Engagement with professional and statutory bodies at a course/programme of School level.</p>

<p>8 Engagement with activities with a specific enterprise focus both within and outside the subject.</p>	<p>Projects with outside organisations, competitions eg Learn to lead; the IBM sponsored University Business Planning Competition. Stand-alone enterprise modules in the School of Science and Mathematics: level 4 'Concept Realisation'; level 5 'Product Development' and 'Innovation Case Study'; level 6 'Small Business Development'. Enterprise modules within courses eg Leisure and Food Management Division of School of Sport and Leisure Management.</p>	<p>Enterprise Coordination Group. Proposed Enterprise Award. Ongoing development by the Enterprise Centre.</p>
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Employability Framework Example



2006-7 Validation

BA (Hons) Early Years Education with QTS, BA (Hons) Primary Education with QTS, Post Graduate Certificate in Education: Early Years with QTS, Post Graduate Certificate in Education: Primary Education with QTS, Professional Graduate Certificate in Education: Primary Education with QTS

Employability

All courses in the programme lead to Qualified Teacher Status. Undergraduate student teachers can progress onto the Education post-graduate programme through completing a work based learning module at level 7 in their induction year. Student teachers who complete the PGCE can use their 60 credits at level 7 as the initial stage of their Masters level study. However, students who wish to follow other careers after completing any award will be well supported by their programme of study. Each award supports employability as defined in the University's Employability Framework. This is shown in tabular form below:

Employability Framework	Features of the BA and PGCE awards
Progressive development of autonomy	A focus of the Personal and Professional Learning modules and the PGCE induction process at the start of each award. Students working autonomously at Level 6 in Educational Enquiry module; Learning Across the Curriculum module. PGCE students learning autonomously in level 7 Professional Studies supported by reflective learning groups.
Key Skills development	Information literacy (gathering and using information) developed in Child Development module and further developed in Education Enquiry. Presentation skills. Information Technology introduced in Science and ICT module and PGCE level 6 modules/ Communication skills developed in Personal and Professional Skills.
PDP	PDP central to development of reflective practitioner skills in all awards.
Real world activities	All curriculum modules focus on solving practical classroom problems.
Work related learning	Placement learning integrated through each stage of all awards.
Reflection on use of knowledge and skills, transfer of these to work environment	Core modules (English, Maths, Science, Early Years) specifically focus on transfer of university based learning to placement situation, and subsequent reflection on this process.
Career management skills	PDP process leads into CEDP process. Professional placement C focuses on interview preparation; use of head teachers and supply agencies to support effective interview performance.



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Preparation for specific professional areas	<p>Early Years and Primary awards focus on specific curricula. Students are able to specialise on the BA courses through the selection of electives and through their focus in their educational enquiry.</p> <p>Limited specialist opportunities on the PGCE course, but selection of foci for assignments at level 7 could allow for specialisation.</p>
Enterprise/ innovation / creativity	<p>Elective modules on the BA and level 7 modules on the PGCE give students opportunity to innovate and be creative. Stepping aside from the need to meet specific QTS Standards.</p>

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
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 	

<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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<p>8. Preparation for specific professional areas</p>	<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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Centres for Excellence in Teaching and Learning Employability Audit Instrument Template

EMPLOYABILITY AUDIT INSTRUMENT

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

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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			
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3. PDP	<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			
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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			
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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			
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6. Career management skills	<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			
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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>			
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9. Enterprise / innovation/ creativity	<ul style="list-style-type: none">• Business acumen, entrepreneurship, risk-taking, innovation/creativity, business opportunity awareness• Leadership• Emotional intelligence, resilience (3)			
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Key findings of the documentary analysis of validation documents (06/07)

Key findings of the documentary analysis of validation documents (06/07)

Below are selected examples of some of the key findings of the documentary analysis of validation documents from all four faculties. The findings are grouped according to the elements of the Sheffield Hallam University Employability Framework.

	Employability Framework element	Examples from validation documents
1.	The progressive development of autonomy	<p>An example of supported but self-directed learning can be found in the H&W documentation where it is noted that the course has a focus on developing autonomous practice in clinical supervision skills. In this way, the students are supported in developing their clinical skills yet are able to exercise autonomy in terms of making judgements based on clinical needs and the situation they are in.</p> <p>There are however some instances of narrow interpretation of the term autonomy. One example is the approach of progressively reducing the number of direct tutor support as an approach to developing autonomy. Where this is done without adequate alternative support for the learner, reducing the number of guided hours is not guaranteed to support the autonomous learning model.</p>
2.	The development of skills	<p>Courses often emphasise particular skills depending on the subject studied - for example placing an emphasis on referencing and literacy, but not numeracy. Employers will be looking for a good balance in the skills which graduates have, which is likely to include numeracy skills, as well as literacy and communication skills. While courses may not associate their subject matter with some of the transferable skills immediately, they could still consider those as core part of the employability provision for every student.</p>
3.	Personal development planning	<p>Validation documentation often suggests PDP is integrated within the student module experience. It would be helpful to include information clarifying the ways in which PDP is addressed, as it is often the approach to PDP which determines how effective provision is likely to be.</p> <p>Evidence from the validation documents indicated that PDP delivery was most successful and productive when</p>

		<p>there was involvement from all stakeholders - teaching staff, central department, employers and peers - this is the most effective approach as it allows students to benefit from the expertise of employability professionals (the careers service) and from the viewpoint of prospective employers, giving them an insight into the real world of work.</p> <p>In some creative courses, the creative portfolio was considered as PDP provision. A broader reading of the PDP process is necessary as the creative portfolio is likely to be focused on the subject specific, and less likely to focus on developing the transferable, soft skills and attributes required for employability.</p>
4.	The inclusion of activities which are similar to those required in external environments	<p>Some of the best examples came from courses which had direct employer engagement in curriculum design and delivery; examples are: guest speakers from industry, employer participation in curriculum design, working to industry standards, live projects, attendance at events and activities run by professional bodies, networking.</p> <p>The support for such activities however is varied - in some cases students are expected to make links with employers, yet there is no evidence that the course provides support in this respect. In other cases the course teams actively organise this, using their own established connections with industry.</p>
5.	Students' explicit reflection on their use of knowledge and skills	<p>Most references to reflection are in relation to PDP with far fewer references to be found outside of this.</p> <p>In many cases there is overwhelming emphasis on the tool for reflection (ex. journals, e-portfolios, blogs etc.), while less is said regarding the pedagogical approach adopted to support the reflective activity through the use of the tool (ex. reflective models can be used such as Baxter Magolda's reflective model, Chris John's model, Gibbs' reflective cycle). Since the reflective tool delivers learning only where it is supported by a robust pedagogical approach, both of these aspects need to be given equal consideration within validation documents.</p>
6.	The encouragement of career management skills (CMS)	<p>Career management skills learning seemed to be most fully addressed where there have been strong collaborative working relationships with the careers service and central department in general, as these services hold the largest amount of resources and expertise on CMS. Workshops organised collaboratively with careers advisers, face to face sessions with</p>

		advisers, employer participation events are all ways of learning CMS which were evidenced as working well in CMS provision.
7.	Engagement with work related learning	<p>There is much evidence demonstrating that students are well supported and prepared for their placement experience. The most successful approaches seem to be those which start this preparation from the first year of study and gradually introduce elements of placement preparation, taking into account students' progression through the course and increasing interest in employability.</p> <p>However there is little evidence regarding how the workplace supervisor (employer) is engaged in providing guidance and support prior to and during the placement. Where the WBL experience is a '<i>three way agreement</i>' (Boud and Solomon, 2001) between placement supervisor, workplace supervisor and student, consideration is needed of the responsibilities of each of these three stakeholders in the WBL process.</p>
8.	Preparation for specific professional areas	<p>Aspects of provision which contribute to preparing students for professional areas were accreditation from professional bodies, registering students with professional bodies, designing the curriculum according to employers' needs, undertaking client sponsored projects. On the one hand designing the curriculum with employers' needs in mind (ex. using industry briefs) is very positive, as it gives students the realistic experience of the world of work. Care is needed to ensure that provision does not become too narrow in catering for the needs of particular employers/businesses, and that briefs are kept open enough.</p>
9.	Engagement with activities with a specific enterprise focus	<p>Engagement in activities with an enterprise focus is the least considered section out of the entire employability framework. Frequently it is the case that there are a number of examples in the documents which have the potential to develop enterprise skills in students, yet they are not identified as enhancing enterprise in learners. Examples are: working on live projects, networking, seeking opportunities to apply for external commissions. The enterprise element of these activities needs to be articulated in course planning documents, module handbooks, and made explicit to students, so they would be able to articulate these themselves in job interviews/ CV writing.</p>

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Report to HEFCE: Interim Evaluation

July 2007

Appendix 9: The Employability Pathway in the Undergraduate Programme of the Faculty of Organisation and Management, November 2006.

THE EMPLOYABILITY PATHWAY IN THE UG REVALIDATION

The Faculty of Organisation and Management is committed to embedding employability within its provision. Undergraduate courses have been developed in response to employment niches and employer needs, and therefore the curriculum in its totality is geared towards the notion of employability in terms of general focus. In addition, UG provision is designed to adhere to the SHU framework on employability, which incorporates an enhanced notion of what employability means:

“Enabling students to acquire the knowledge, personal and professional skills and encouraging the attitudes that will support their future development and employment.”

The following aspects are incorporated within all provision:

- Progressive development of autonomy
- Skills development
- Career management skills
- Reflection
- Personal development planning
- Learning from work (simulated or actual work opportunities)
- Activities reflecting external environments

The approach to PDP has an important role to play in encouraging students to make explicit their learning in relation to the above, and in providing a tool for reflecting on their progress and achievements (see separate section on PDP).

The Employability pathway within each route will emphasise different aspects at different levels; the following is indicative in content rather than exhaustive:

- **Level 4** - Key skills development (foundation; NB key skills development will also be a feature of modules at levels 5 and 6), development of the progress file, personal learning style evaluation, personal action planning, aspects of placement preparation (where relevant);
- **Level 5** – Employment application skills, C.V. writing, interview preparation and practice, interpersonal and communication skills, progress file, placement preparation (where relevant);
- **Placement/Work-based learning;**
- **Level 6** - Career management, researching a chosen vocational area, identifying vocational networks and sources of information; progress file.

On most routes there is the possibility to undertake a paid placement and qualify for a sandwich award. Placements are seen as providing students with valuable employability skills, and SHU research demonstrates that SWE students achieve higher average salaries when entering the labour market compared to those students who have not. In addition, a sizable minority of students obtain employment with their placement provider. For students who do not undertake a

placement, there is usually the opportunity to take a work-based learning module in the final year; where this is not the case this is due to the overwhelming focus of the curriculum overall on a specific vocational area, which makes redundant the need for a separate WBL module.

Below is a brief mapping of the employability pathway across the different routes within O+M UG provision. Details of specific employability dimensions can be found in the relevant module specifications, which make individual contributions to a student's employability profile.

BUSINESS/INTERNATIONAL BUSINESS PROGRAMME AREA

BABS, Business and Finance, Business and..routes, International Business Studies

Level 4 – Key skills development (foundation) – Managing Resources module with support from all modules in contributing to the key skills strategy.

Level 5 – Employment application skills, C.V. writing, interview preparation etc. – Managing People module.

Level 6 - Career management, researching a chosen vocational area etc. – Workbased Learning module or Contemporary and Pervasive Issues module.

NB This mapping exercise was undertaken for all courses submitted for validation, but only the above programme area is inserted for illustration purposes.