EMPLOYABILITY LINK

Mapping Employability

Toolkit

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Welcome to the Toolkit for Mapping Employability.

Subject Health Review will explore how Employability skills have been embedded and used across programmes and how graduate attributes, including those relating to Employability, are effectively promoted. (UWS Academic Office Subject Health Review Handbook 2009/10)

The Toolkit is designed to assist you in this process; we have tried to keep it as brief as possible as we understand that employability is just one of many areas that you are required to address.

Getting started

We suggest that you start with the Employability Audit Tool, which will aid you in flagging up areas of strength and, perhaps, highlight some areas that you can make plans to develop. Use the audit to start a conversation with your colleagues about how you are addressing employability; you do not need to share it with us.

Next steps

- We have included a template for mapping your core modules against CIHE competencies. **We have used the CIHE competencies because they are integral to the Student Employability Profile and reflect the key competencies that employers most value when recruiting.** By completing this mapping exercise you will demonstrate good practice in demonstrating how you have embedded employability skills across your programme. We have included an example of good practice to assist you with this

- We have included a template for students to record evidence of how they meet the CIHE competencies and to identify their development needs. This might be used as a reflective tool during placement and/or in discussion with a personal tutor to encourage students to reflect on how they are developing graduate attributes

Further support

The Toolkit was developed by Anna Selwood and Margaret Muir, Careers Advisers at University of the West of Scotland . We welcome your enquiries and feedback and can be contacted as follows:

Employability Link Reception: 0141 848 3806 or by email employability@uws.ac.uk

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Employability Audit Tool

An Audit is a good way to initiate discussion and development on an issue. It enables you to make clear the range of activities which may contribute to the issue and the process can reassure colleagues that quite a lot of work may already be developed in the area. The process can also recognise local autonomy and priorities, within an institutional frame-work, and can:

- encourage development of a strategic plan to clarify how employability can be developed in relation to a particular discipline;
- identify how far and in what area development should take place;
- give recognition to existing activity which contributes effectively.

However an Audit also serves broader purposes:

- raising awareness by staff of practice in general and of the institution's plans;
- revealing or clarifying links between the aspect being audited and plans and strategies in other areas;
- engaging a wider constituency within the academic community; and
- facilitating dialogue and development within and between teaching units.

The purpose of this audit is **developmental**, not simply to come up with an overall score for the course. It is designed to help teachers **consider** the content and design of a course with respect to the issue of **employability** and to see where they could improve the course to better address this issue.

This Audit Tool was developed by the UK Centre for Bioscience and can be downloaded from the Centre's website:

www.bioscience.heacademy.ac.uk/resources/audit.aspx

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The Higher EducationAcademy
Room 9.15 WorsleyBuilding
University of Leeds, Leeds LS2 9JT
Tel / Fax: 0113 343 3001 / 5894
Email: heabioscience@leeds.ac.uk

How to use the Employability Audit

The audit should be carried out with respect to the totality of provision within a course. The numeric scoring system allows for the situation where an issue might be addressed but only superficially or at the wrong time. Only score 4 if you believe the course optimally deals with the audit point.

In the various aspects of assessments score (0-4) for each of the audit points depending on how closely you believe these audit points are optimally achieved in the course being audited.

- Score 0 if the audit point has not been serious considered at all.

- Score 1-4 if the audit point has been considered but reflection indicates it is

  - poorly (1);
  - partially (2);
  - adequately (3); or
  - optimally (4) satisfied.

Make a subjective judgement and score accordingly. Think about it from the student's point of view as well as that of the course team.

Having completed the employability audit you should analyse each of the audit points with a score of 2 or less:

  i) What possible options could be envisaged which would satisfy the audit point?
  ii) Do resource or other constraints make any of these options unrealistic?
  iii) At what point in the course could appropriate changes be made?
  iv) Which changes would most benefit employability aspects of the course?
  v) Can a realistic action plan be formulated to introduce these changes into the course before the next intake of students?

Are there potential quick wins? There may be something that you or your colleagues could do very easily that would not cost a lot in terms of resources or time.

Are there changes that require longer term planning? Does the change require agreement of others/resource allocation/time to implement?

Collect all your action points into the action plan at the back of the audit.

Having instituted changes as a result of the audit the process should be repeated in 12-24 months.

You may also be interested in:

A variety of resources to address employability issues are available from the employability section of the Centre's website:

www.bioscience.heacademy.ac.uk/resources/employability

1. Graduate employment

	Score
Do academic staff know who actually employs your graduates?	
Has graduate employment destination data been circulated to academic staff within the last 2 years?	
Do current students know who employs graduates from this course?	
Do recent graduates visit to talk about their current jobs?	
Are students made aware of where they can obtain information on graduate destinations in employment?	
Are students aware at an early stage of the employment opportunities open to them?	

2. Career-path development

	Score
Are visitors giving research talks encouraged to reveal their own career paths?	
Are graduate career profiles available to students?	
Do recent graduates visit to talk about their career paths?	
Do more senior graduates visit to talk about their career paths?	
Are students explicitly taught career management skills?	

3. Relationships with employers

	Score
Have you made potential employers aware of the skills your students develop?	
Is your institution/unit on the list of favoured institutions with important employers?	
Do you know what employers perceive to be the strengths and weaknesses of your students?	
Do students have the opportunity to visit local employers?	
Do you have good communication with major employers of your graduates?	

3. Relationships with employers (cont.)

	Score
Do employers visit your unit to give talks about employment opportunities?	
Do employers attend any student final year project presentations?	
Do you know what skills, knowledge and attitudes your major employers see as becoming more important in the next 4 years?	

4. Options for work experience

	Score
Are work experience opportunities provided/encouraged during vacations?	
Are sandwich placements provided/encouraged as part of the course?	
Are overseas placements possible and encouraged for students?	
Are realistic simulations used to give experience of real work situations?	
Do some students carry out course project work in real settings with employers?	
Are work placements available in areas not involving your specific discipline?	
What proportion of students on your course have obtained work experience before graduation? (0=don't know; 1=<5%; 2=5 to 20%; 3=20 to 50%; 4=>50%)	
Are students on work placements supported by a process which encourages reflection and emphasises breadth of learning opportunities?	

5. Does your curriculum promote employability?

	Score
Do you know specifically what employers are looking for in graduates?	
Have employers reviewed your curriculum and provided feedback on its content?	
Are generic skills (e.g. communication, group working, IT) explicitly taught?	
Are generic skills assessed?	
Is there a skills matrix which is completed by each student?	

5. Does your curriculum promote employability? (cont.)

	Score
Are subject-specific skills taught and practiced?	
Are subject-specific skills assessed?	
Can you detect any of your students who are not numerate?	
Do you assess ability to write clear, concise, correct English?	
Are key skills and employability issues in the relevant QAA benchmarking statement incorporated in your curriculum?	
Do students have a choice of modules or choice of work areas within a module so they can tailor the content of their course to their perceived needs/interests?	
Are appropriate professional attitudes developed and discussed with students?	
Have you identified where work related learning activities take place in the course and are these made explicit to students?	
Have opportunities to increase work related learning in the course been identified and taken?	
Are all students given a basic grounding in ethics within the discipline field?	

6. Are students helped in obtaining and developing careers?

	Score
Is a PDP portfolio maintained throughout the course?	
Is reflection on and review of achievements actively promoted within the course?	
Do students get help with producing/improving a CV?	
Do students get help with letters of application for employment?	
Is help with module choice available in each year?	

7. Extra-curricula activity

	Score
Is the contribution of extra-curricula activity to CV and skills development explained to students early in the course?	
Are extra-curricula activities and responsibilities recorded by your students?	
Are extra-curricula activities known to staff (e.g. personal tutors)?	
Are arrangements in place to encourage voluntary work by students?	

8. General

	Score
Is there an effective relationship between the course team and your Careers Service?	
Are students explicitly guided in the course to make contact with the Careers Service?	
Do you know the name of the Careers Adviser associated with your subject?	
Are your students encouraged to have confidence and high aspirations?	
Do staff generally have access to full information about a student's in course and extra-curricula performance (e.g. student's CV) when writing references?	
Have you considered employability in the context of widening participation?	
Have you considered employability in the context of disability?	
Have you considered employability in the context of ethnicity?	

Action Plan

Make a note of the resources you will need and whose help will be required.

1.

2.

3.

4.

CIHE Competencies explained......

COGNITIVE SKILLS

Analysis
Relates and compares data from different sources, identifying issues, securing relevant information and identifying relationships

Judgement
Determines the most appropriate course of action and draws conclusions that are based on logical assumptions that reflect factual information

Attention to detail
Accomplishes tasks through a concern for all areas involved, no matter how small

GENERIC COMPETENCIES

Planning and Organisation
Establishes a course of action for self/ and or others to accomplish a specific goal. Plan proper assignments and appropriate allocation of resources

Influencing
Influences others by expressing self effectively in a group and in one-to-one situations

Written Communication
Expresses ideas effectively and conveys information, appropriately and accurately

Questioning
Uses an appropriate approach to questioning in order to gain information from which to draw conclusions and / or assist in the making of decisions

Listening
Shows by a range of verbal and non verbal signals that the information is being received and is understood

Team working
Builds and develops appropriate relationships with academic staff, peers, colleagues and people within the organisation

Interpersonal Sensitivity
Recognises and respects different perspectives and appreciates the benefits of being open to the ideas and views of others

Organisational Sensitivity
Is sensitive to the effect of his or her actions on other parts of the organisation and adopts a mature, direct, up-front style in dealing with conflict

Lifelong Learning and Development
Develops the skills and competencies of self, peers and colleagues through learning and development activities relating to current and future roles

PERSONAL CAPABILITIES

PDP
Maintains an up-to date personal development plan and takes action to make sure that personal development takes place

Creativity
Generates and/or recognises how best practice and imaginative ideas can be applied to different situations

Decisiveness
Makes decisions and takes action

Initiative
Identifies opportunities and is proactive in putting forward ideas and potential solutions

Adaptability / flexibility
Maintains effectiveness in a changing environment

Achievement Orientation
Maintains and inspires a results driven approach, focuses on results and critical performance

Tolerance for Stress
Maintains performance under pressure

Leadership
Takes responsibility for the directions and actions of a team

TECHNICAL ABILITY

Technical Knowledge
Develops and maintains a knowledge of key trends in technology

Technical Application
Has experience of using modern technology

BUSINESS AND / OR ORGANISATIONAL AWARENESS

Organisational Understanding
Understands the organisation's work environment, internal politics, business objectives and strategy

Commercial Awareness
Understands the economics of the business. Understands the business benefits and commercial realities from both the organisation and customer's perspective

Financial Awareness
Understands basic financial terms used in organisations and is able to construct and maintain simple financial records

Organisational Sensitivity
Is sensitive to the effect of his or her actions on other parts of the organisation and adopts a mature, direct and up front style in dealing with conflict

PRACTICAL AND PROFESSIONAL ELEMENTS

Professional Expertise
Keeps up to date with developments in own areas of professional specialisation. Applies a breadth/depth of professional knowledge

Process Operation
Begins, controls and concludes a complete process or procedure

Image
Presents a strong, professional positive image to others at all times, consistent with all people (colleagues, management, peers and customers)

Mapping of Core Modules to CIHE employability competencies
Developed by Sandra Hill: School of Business UWS

CIHE Competencies											
Cognitive Skills											
Analysis											
Judgement											
Attention to detail											
Generic Competencies											
Planning and Organisation											
Influencing											
Written Communication											
Questioning											
Listening											
Team working											
Interpersonal Sensitivity											
Organisational Sensitivity											
Lifelong Learning and Development											
Personal Capabilities											
PDP											
Creativity											
Decisiveness											
Initiative											
Adaptability / flexibility											
Achievement Orientation											
Tolerance for Stress											
Leadership											
Technical Ability											
Technical Knowledge											
Technical Application											

Business and / or Organisational Awareness										
Organisational Understanding										
Commercial Awareness										
Financial Awareness										
Organisational Sensitivity										
Practical and Professional Elements										
Professional Expertise										
Process Operation										
Image										

Example by kind permission of Dorothy Johnson: BA Childhood Studies

CIHE Competencies	Developing Effective Learning	Equality and Inclusion	Children's Learning 0-6	Leadership Issues	Supporting Health and Well being	Communication In the Early Years	Management Issues	Integrated Services	Creativity in the Curriculum	Promoting Learning	Qualitative Research	Language and Communication
Cognitive Skills												
Analysis		Use of national framework for inclusion on placement		Use of EYERs scale		Children's writing	Use of PIs			Use of PIs on placement task on placement		Case study - Comparing theories of language and Observations
Judgement			Using CfE Framework									Case study – next steps
Attention to detail								Transcript				Case study – observations
Generic Competencies												
Planning and Organisation		Placement task plans		Placement task plans	Placement task plans	workload	Placement task plans			Placement task plans		Placement task plan
Influencing				Leading the team task on placement								
Written Communication	Portfolio	Discursive essay			Reflective report	Formative tasks		Letters to parents	Sharing children's learning with staff and parents			Case Study
Questioning	Target setting		Developing Skills of interaction with children		Consideration of CPD Skills			Interview conducted		Interview conducted	Interview conducted	

Listening			Listening to children's responses		Teamwork	Listening to children's responses, staff and each other			Listening to children's responses	Interview conducted		Listening to children's responses
Team working	Indentifying strengths and weaknesses			Leading the team and task on placement	Being delegated to task on placement	Group work with class	Job Shadowing	Working on transcript and questions				Group presentation in class sharing observations with team
Interpersonal Sensitivity		Sensitive exploration of Equality and in Inclusion in placement and in class			Work k with parents and other professionals				Working with parents		Interviewing staff	Recognising diversity in language development
Organisational Sensitivity		Enhanced Disclosure Child Protection discussion	Health and safety task in placement booklet				Awareness of data and financial maters		Implementing creative opportunities sensitively		Develop knowledge of transition processes & evaluate against PIs	Observing children
Lifelong Learning and Development	PDP skills			Indentify CPD	CPD Skills	K and U about language	Identify CPD	PDP Skills Interview skills CV statement		Learning tasks and understanding in class		
Personal Capabilities												
PDP	Setting targets			Personal review and CPD	CPD		Setting targets Personal review			Personal review		
Creativity									Understanding of creativity and developing creativity		Own research	
Decisiveness				Placement project			Questions			Questions	Research topic	

Initiative	Taking targets forward				Placement project	Independent study	Placement tasks		Placement tasks	Placement tasks	Placement tasks	Individual study
Adaptability / flexibility	Placement tasks		Placement tasks	Placement tasks	Placement tasks				Placement tasks			Placement tasks
Achievement Orientation	Presentation	Essay	Portfolio	Success flu process of leadership		Exam	EXAM		Sharing children's learning with parents			Exam Case study
Tolerance for Stress			Placement demands					Research demands	Placement demands		Research demands	Placement demands
Leadership	Leading own Learning			Leading the team task on placement	Leading own Learning and CPD							
Technical Ability												
Technical Knowledge	PowerPoint	VLE		PowerPoint	Health concepts and strategies	VLE	PowerPoint	VLE		PowerPoint		VLE
Technical Application		VLE				VLE		VLE				VLE
Business and / or Organisational Awareness												
Organisational Understanding							Placement tasks					
Commercial Awareness							Placement tasks			Sustainability of Play work sector lecture		
Financial Awareness							Placement tasks			Sustainability of Playwork sector lecture		

Organisational Sensitivity		Placement tasks		Placement tasks			Placement tasks	Placement tasks		Placement tasks		
Practical and Professional Elements												
Professional Expertise	SSSC Codes		CfE	Leadership skills	Health concepts and strategies Health promotion	CfE	HRM management skills SSSC Codes		Documentation	Transition PIs	Research skills	CfE
Process Operation												
Image								Interview practise				

Developed by Sandra Hill: School of Business UWS **EMPLOYABILITY LINK** **Student Record of CIHE employability competencies**	**Evidence**	**Development needs**
Cognitive Skills		
Analysis Relates and compares data from different sources, identifying issues, securing relevant information and identifying relationships		
Judgement Determines the most appropriate course of action and draws conclusions that are based on logical assumptions that reflect factual information		
Attention to detail /accomplishes tasks through a concern for all areas involved, no matter how small		
Generic Competencies		
Planning and Organisation Establishes a course of action for self/ and or others to accomplish a specific goal. Plan proper assignments and appropriate allocation of resources		
Influencing Influences others by expressing self effectively in a group and in one-to-one situations		
Written Communication Expresses ideas effectively and conveys information, appropriately and accurately		
Questioning Uses an appropriate approach to questioning in order to gain information from which to draw conclusions and / or assist in the making of decisions		
Listening Shows by a range of verbal and non verbal signals that the information is being received and is understood		
Teamworking Builds and develops appropriate relationships with academic staff, peers, colleagues and people within the organisation		
Interpersonal Sensitivity Recognises and respects different perspectives and appreciates the benefits of being open to the ideas and views of others.		
Organisational Sensitivity Is sensitive to the effect of his or her actions on other parts of the organisation and adopts a mature, direct, up-front style in dealing with conflict		
Lifelong Learning and Development Develops the skills and competencies of self, peers and colleagues through learning and development activities relating to current and future roles		

Personal Capabilities		
PDP Maintains an up-to date personal development plan and takes action to make sure that personal development takes place		
Creativity Generates and/or recognises how best practice and imaginative ideas can be applied to different situations		
Decisiveness Makes decisions and takes action		
Initiative Identifies opportunities and is proactive in putting forward ideas and potential solutions		
Adaptability / flexibility Maintains effectiveness in a changing environment		
Achievement Orientation Maintains and inspires a results driven approach, focuses on results and critical performance		
Tolerance for Stress Maintains performance under pressure		
Leadership Takes responsibility for the directions and actions of a team		
Technical Ability		
Technical Knowledge Develops and maintains a knowledge of key trends in technology		
Technical Application Has experience of using modern technology		
Business and / or Organisational Awareness		
Organisational Understanding Understands the organisation's work environment, internal politics, business objectives and strategy		
Commercial Awareness Understands the economics of the business. Understands the business benefits and commercial realities from both the organisation and customer's perspective		
Financial Awareness Understands basic financial terms used in organisations and is able to construct and maintain simple financial records		
Organisational Sensitivity Is sensitive to the effect of his or her actions on other parts of the organisation and adopts a mature, direct and up front style in dealing with conflict		
Practical and Professional Elements		
Professional Expertise Keeps up to date with developments in own areas of professional specialisation. Applies a breadth/depth of professional knowledge		
Process Operation Begins, controls and concludes a complete process or procedure		
Image Presents a strong, professional positive image to others at all times, consistent with all people (colleagues, management, peers and customers)		

EMPLOYABILITY LINK

Useful Links:

- Employability Link http://www.uws.ac.uk/schoolsdepts/studentservices/elink/universitystaff.asp
- HEA Student Employability Profiles
  http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/employability_enterprise/student_employability_profiles_apr07.pdf
- Council for Industry & Higher Education (CIHE) http://www.cihe-uk.com
- Employability in Higher Education: what it is – what it is not (Mantz Yorke)
  http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/employability/id116_employability_in_higher_education_336.pdf
- Employability Resources for Higher Education in Scotland http://www.netvibes.com/Employability#Welcome