



GLASGOW
CALEDONIAN
UNIVERSITY

EMPLOYABILITY STRATEGY

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This document outlines the framework for each programme to develop an employability strategy that integrates four distinct strands of activity across all years of a programme: learning, teaching and assessment strategies to develop independent learners; the provision of opportunities for reflecting on work experiences; support for personal development planning; the provision of careers information and education guidance. Each programme must use an employability audit tool to evaluate its approach to fostering employability at least once, and preferably more than once, during agreement of approval

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Employability in Programmes

1 Introduction

1.1 Background

1.1.1 Definition

Employability is defined as: “a set of achievements – skills, understandings and personal attributes – that make individuals more likely to gain employment and be successful in their chosen occupations” [1].

1.1.2 Economic Context

Employability is important because a good supply of highly-skilled employable graduates is essential for national economic and social well-being. The EC envisages Europe becoming the world’s leading knowledge economy by 2010 [2] in the face of strong competition from other large economic regions where many governments are also taking strategic actions to develop the potential of their population such as widening participation in higher education. The UK job market is working reasonably well and employers are broadly content with the learners they recruit from colleges and Higher Education Institutions (HEIs). However a common complaint from employers is that many graduates have a deficiency in soft skills and are also unable to demonstrate sufficiently well that they have the skills and attributes employers are seeking [3]. Many careers are and will continue to be diverse and will include periods of voluntary work, home and family-based work, retraining. To be able to adapt people will need to be retrain and rely on a broad range of selection and planning skills. A person’s employability depends on a combination of their own skills, understandings, and attributes, and external influencing factors such as employers’ recruitment policies, ethnic background, socio-economic group, employment sector, gender. The challenge for the HE sector is to enhance the employment opportunities of the full spectrum of its graduates in the face of these external factors.

1.1.3 Employability at GCU

GCU’s strategic response to employability was to approve (Senate, April 2004) the Partners in Delivery project (PiD) to develop graduates who are characterised as dynamic, confident, innovative, inclusive, responsive, and entrepreneurial, reflecting the 2010 vision of our University, and who are valued by employers. PiD addresses the GCU LTAS themes¹ of Employability; Personal Development Planning; Careers Education, Information and Guidance. Senate agreed the following policies for each programme:

- each programme must embed employability attributes within its modules
- each programme must make explicit the assessment plan for these skill areas
- each programme must strive to give as many students as possible credited work experience
- each programme must encourage all students to compile a portfolio of their work as a demonstration of employability assets
- each programme must have a strategy for embedding these skills within the curriculum.

1.2 Purpose

The purpose of this paper is to propose a strategy framework for each programme to develop an employability strategy.

¹ The Glasgow Caledonian University Learning, Teaching and Assessment Strategy (LTAS) for 2003 – 2006 identifies 5 enhancement themes: Employability; Personal Development Planning; Careers Education, Information and Guidance; Academic Guidance; Student Induction.

2 Fostering Employability

Fostering employability is about helping learners to build on their previous experiences – in school, work, in life, to help them be more likely to gain employment and be successful in their occupations. A university has little influence over external factors e.g. state of labour market, learners’ personal circumstances, but it can offer its learners opportunities to engage in learning and assessment opportunities to enhance their employability. Universities have traditionally attended to issues of employability in education but often without a coherent strategic approach and hence some learners do not receive the assistance they need to develop their employability [4].

One valuable model for helping to foster employability is the USEM model (Understanding, Skilful practices, Efficacy Beliefs, Metacognition) [5], adopted by the Higher Education Academy Enhancing Student Employability Co-ordination Team (ESECT) who have developed some best practice guidelines for enhancing employability 2002-2005. In the USEM model, fostering employability has 4 characteristics:

- Understanding: propositional knowledge in the form of the subject matter of the degree
- Skilful practices: subject-specific and generic skills, often characterised as procedural knowledge
- Efficacy Beliefs: belief that one can generally make some impact on situations and events.
- Metacognition: awareness of what one knows and can do and of how one learns more.

SHEFC [6,7] defined the concept of employability as a set of *employability assets*:

Academic skills: includes specialist knowledge, ability to apply knowledge, logical thinking, critical analysis, problem-solving, written and spoken communication, ability to use numerical data, computer literacy and research skills.

Personal Development Skills: includes self-confidence, self-discipline, self-reliance, awareness of strengths and weaknesses, creativity, independence, knowledge of international affairs, desire to go on learning, ability to reflect, reliability, integrity, honesty and regard for others.

Enterprise or business skills: includes entrepreneurial skills, ability to prioritise tasks, time management, interpersonal skills, presentational skills, ability to work in teams and leadership skills, commercial awareness, flexibility, innovation, independence and risk-taking.

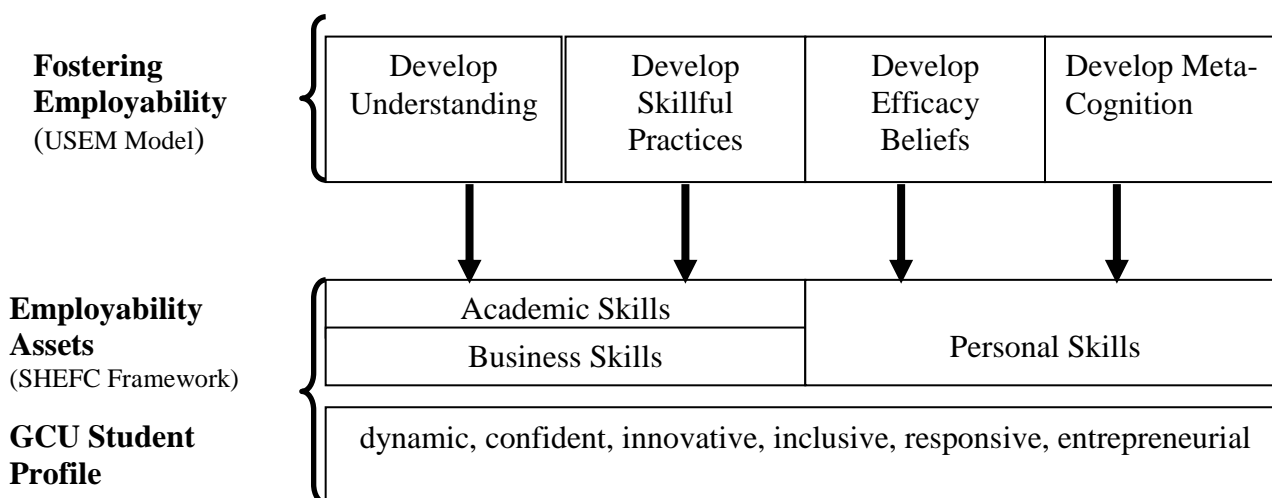


Figure 1: USEM Model, SHEFC Employability Assets, GCU Student Profile

These assets can be summarised by the GCU student profile i.e. dynamic, confident, innovative, inclusive, responsive, and entrepreneurial.

Figure 1 shows that the USEM model recommends the activities needed to achieve the GCU student profile. The challenge is for each programme to develop an employability strategy that integrates these activities.

3 A Programme Employability Strategy Framework

There is no one employability strategy that is appropriate across each programme since discipline contexts, student recruitment patterns, and envisaged labour markets differ for each programme. Figure 2 shows a programme employability strategy framework that proposes that employability strategies must integrate 4 primary activities across all years of a programme. Integration is critical because it helps to reinforce key ideas for students. For example PDP can be used to reflect on work experience and career options in the context of the academic discipline.

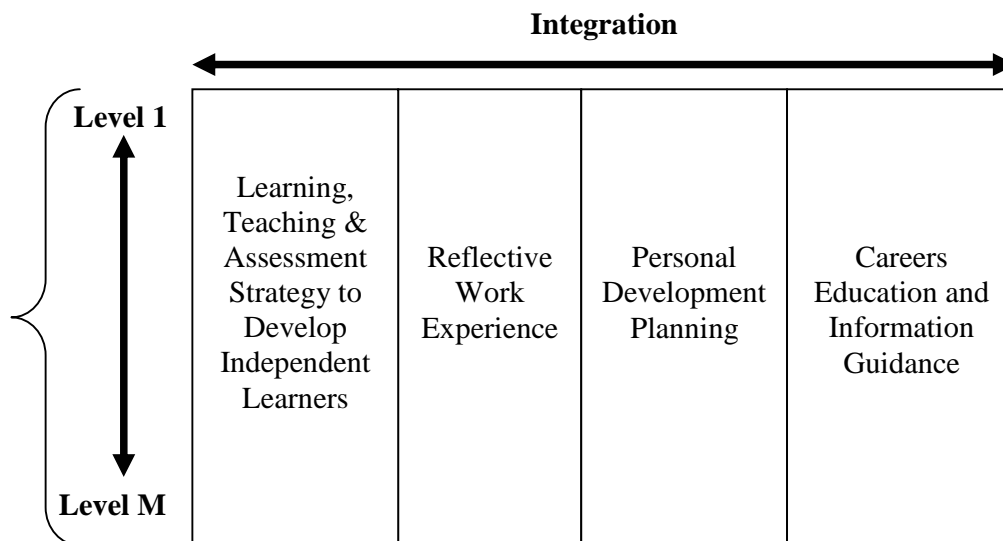


Figure 2: Components of a Programme Employability Strategy

3.1 Learning & Teaching to Develop Independent Learners

The objective of this strand of a programme strategy is to shift the emphasis from input and teacher effort to outcomes and student achievements, whilst recognising that some students continue to need significant amounts of tutor input.

The University Learning Teaching and Assessment Strategy already includes a framework for programme design in which students move through 3 phases: Transition and Orientation, Development and Exploration and Consolidation and Expertise. In the Transition and Orientation phase, students are introduced to subject knowledge and are supported to enable them to develop the skills necessary to study effectively and efficiently in HE. In the Development and Exploration phase students develop their disciplinary knowledge, its application and its critical evaluation. In the Consolidation and Expertise phases students develop and reinforce independent learning methods and become more expert in their discipline.

3.2 Reflective Work Experience

The objectives of this strand of a programme strategy are to:

- raise student awareness of the importance of reflective work experience as an integral part of a degree programme
- provide the opportunity for learners to create a portfolio of reflective work experiences
- establish a set of good practice assessment guidelines to ensure quality and consistency

- to strengthen links with a wide range of employers, professional bodies and other relevant organisations so as to encourage and develop the availability of work experience opportunities, part-time work, voluntary work and placements, both within, and external to, the programme of study.

Work experiences can be categorised as [3]:

- TYPE I: Organised work experience as part of a programme of study
 - i. conventional programme plus work experience
 - ii. generic work experience² modules e.g. credit for part-time, term-time, vacation work, voluntary work
 - iii. a part/full-time work-based learning programme set mainly in the work place
- TYPE II: Organised work experience external to a programme of study e.g. Shell's Technology Enterprise Program³ offers well-defined Level 2 placements for any discipline in SMEs and not-for-profit organisations
- TYPE III: Ad hoc experience external to a programme of study.

3.3 Personal Development Planning [8]

The objectives of this strand of a programme strategy is to:

- to encourage students to take responsibility for their own learning by planning (how to achieve objectives or general change); doing (learning through the experience of doing with greater self-awareness); recording (thoughts, ideas, experiences, both to understand better and to evidence the process and results of learning); reviewing (reflections on what has happened, making sense of it all); evaluating (making judgements about self and own work and determining what needs to be done to develop
- to introduce students to the opportunities for PDP at the start of a programme
- to provide students with opportunities for PDP at each stage of their programme
- to explain the rationale for PDP at different stages of a programme.

3.4 Careers, Education and Information Guidance [9]

The objectives of this strand of a programme strategy are to:

- develop self-promotional skills
- develop career management skills
- implement procedures to support a collaborative approach internally e.g. between other student service staff, academic staff etc, and externally with relevant organisations e.g. companies in the public and private sector, other guidance and counselling services, adult guidance networks, further education sector etc
- to have effective and appropriate mechanisms for referring students, should it be necessary, to other internal or external expert sources of information and assistance.

3.5 Evaluation

The extent to which a programme engages with employability can be evaluated by consideration of the extent to which a programme engages with each of the different strands. A Programme Audit

² E.g. the University of Aberystwyth has run a generic *Year in Employment* module for 20 years open to all students. The University of Luton has run a generic work-based learning module since 2000.

³ www.step.org.uk

Tool (Appendix 5) is a useful tool for Programme Boards to undertake evaluation. Other measures can include:

- take up of PDP
- the percentages of students receiving credited reflective work placements
- employment rates of GCU graduates immediately after graduation
- employment surveys two and five years out from graduation
- student satisfaction surveys
- progression, retention and completion rates.

4 GCU Current Practice

4.1 Work Experience

Appendix 1 shows the extent to which each School currently engages with each type of work experience. In considering the data two issues stand out:

- a) the extent to which *all* students in Schools engage in an at least one accredited reflective work experience
- b) the extent to which programmes in Schools develop opportunities for students to create a portfolio of accredited reflective work experiences.

Arguably only NMCH and HSC satisfy both criteria. BNE almost criteria (a), at Level 3. Most schools are engaging fewer than 50% of their students in *accredited reflective* work experiences yet we know from the University's Student Evaluation Project that a very high proportion (circa 70-75%) of our students are in part-time work⁴ and of these, 40% work more than 15 hours a week. A separate study in 2004/05 (Appendix 2) revealed that 90% of level 4 students reported being in part-time work. Appendix 6 shows examples of good practice.

4.2 PDP

Appendix 3 shows the detailed responses from each School. 2004/05 was the first year in which all Schools implemented PDP in Level 1 and the vast majority of academic staff and students are learning from the experience. Most students are engaging with PDP at least once with their PDP Advisor e.g. CBS (58%), ESD (75%), LSS (63%), HSC (100%) but there is evidence to suggest that this is not sustained throughout the year. Several Schools are currently collating their data and this will not be available until June.

Factors that appear to facilitate student engagement in the PDP process are:

- the appointment of PDP Advisers who are involved in the teaching of L1 students – familiar faces to build the relationship
- PDP embedded in the programme modules – PDP outputs/academic achievements come from module summative and/or formative assessments
- proactive PDP Advisers in setting up the first meeting and sustaining the momentum of the process.

Appendix 6 shows examples of good practice.

4.3 Careers Education and Information Guidance

Appendix 4 shows the detailed responses from each School. All Schools have some collaborative engagement with the staff in the Careers Service. Some Schools have formalised this arrangement and have standing items on their School Management Team agendas and co-opt Careers Service staff when necessary. At programme level there are varying levels of awareness and engagement of

⁴ Across the sector more than 50% of full-time students work during term-time [5], typically 10-14 hours per week.

Careers Service activities. Most engagement takes the form of generic sessions (though there is some customised provision) targeted at students who are leaving the University either to go on placement for several months or to graduate their students. Appendix 6 shows examples of good practice.

5 Recommendations

To address the concern that employability is an area which requires improvement and in the context of recent work on employability, Table 1 shows 2 policy recommendations to strategically foster employability.

Table 1: Fostering Employability

No.	Policy
1.	<p>Each programme must have an employability strategy that integrates 4 distinct strands of activity throughout all years of a programme:</p> <ul style="list-style-type: none"> • learning, teaching and assessment strategies to develop independent learners • the provision of opportunities for reflecting on work experiences • support for personal development planning • the provision of careers information and education guidance.
2.	<p>Each programme must use an employability audit tool to evaluate its approach to fostering employability at least once, and preferably more than once, during the period for which it has validation.</p>

6 References

- [1] Yorke, M, Knight, P., Embedding Employability into the Curriculum, Learning & Teaching Support Generic Centre and ESECT, 2004.
- [2] Bourgeois, E., Higher Education and Research for the ERA: Current Trends and Challenges for the Future. Luxembourg: Office for Official Publications of the European Communities, 2002.
- [3] Little, B., et al⁵ (2004) Employability and Work-based Learning, Booklet 7 in the Learning and Employability Series, June 2004, ISBN 1-904-190-59-6.
- [4] McNair, Stephen (2003). Employability in Higher Education. Learning and Teaching Support Network (LTSN) Generic Centre.
- [5] Knight, P., Yorke, M. (2004) Learning, Curriculum and Employability in Higher Education, Routledge Farmer
- [6] Scottish Higher Education Funding Council (2003) Higher Education: Higher Ambitions? Graduate Employability in Scotland.
- [7] Scottish Councils for Further and Higher Education (2004) Learning to Work, ISBN 1899911405
- [8] Guide for Busy Academics No 1 Personal Development Planning LTSN Generic Centre Feb 2002
- [9] Code Of Practice For The Assurance Of Academic Quality And Standards In Higher Education, Section 8: Career Education, Information And Guidance - January 2001 (last accessed 17 May 2005)

⁵ Staff from the Enhancing Student Employability Co-ordination Team (ESECT) in the Higher Education Academy.

Appendix 1: Work Experience Responses from Schools / GAPS

Type I	Organised work experience as part of a programme of study (i) conventional programme plus work experience (ii) generic work experience modules, e.g. credit for part-time, term-time, vacation work, voluntary work (iii) a part/full-time work-based learning programme set mainly in the work place
Type II	Organised work experience external to a programme of study

TYPE I (i)

Programme	Placement Type			Duration	Level	Students on Prog	Student Uptake
	Mandatory	Optional	None				
NMCH							
BA/BA (Hons) Nursing Studies	Yes			2300 hrs	1,2,3	250	100%
Dip HE (N)/BN	Yes			2300 hrs	1,2,3	1200	100%
Dip HE (M)/BM	Yes			2300 hrs	1,2,3	80	100%
Dip HE (ODP)	Yes			2300 hrs	1,2	30	100%
BSc/BSc(Hons) Community Nursing	Yes			50% of Programme	3/4	135	100%
BSc/BSc(Hons) Specialist Nursing	Yes			50% of programme	3/4	140	100%
MSc Community Health	Yes			50% of programme	5	41	100%
MSc Nursing	Yes			50% of programme	5	32	100%
HSC							
BSc Hons Podiatry: Clinical Studies	Yes			A cont in B	1	40	100%
Clinical Studies 2	Yes			A cont in B	2	40	100%
Clinical Studies 3	Yes			A cont in B	3	40	100%
Clinical Studies 4	Yes			A cont in B	4	40	100%
BSc Hons Physiotherapy: intro. placement	Yes			1 week	1	78	100%
Placement 1	Yes			4 weeks	2	78	100%
Placement 2	Yes			4 weeks	3	78	100%
Placement 3	Yes			4 weeks	3	78	100%
Placement 4	Yes			4 weeks	3	78	100%
Elective	Yes			4 weeks	3	78	100%
Placement 6	Yes			4 weeks	4	78	100%
Placement 7	Yes			4 weeks	4	78	100%
Placement 7	Yes			4 weeks	4	78	100%
BSc Hons Radiography & Radiotherapy Practice Education	Yes			6 weeks	1	43	100%
Practice Education	Yes			6 weeks	1	43	100%
Practice Education 2B	Yes			5 weeks	2	43	100%
Practice Education 3A	Yes			8 weeks	3	43	100%
Practice Education 3B	Yes			4 weeks	3	43	100%
Elective	Yes			4 weeks	3	43	100%
Practice Education 4A	Yes			4 weeks	4	43	100%
Practice Education 4B	Yes			8 weeks	4	43	100%
BSc Hons Occupational Therapy Introductory placement	Yes			2 weeks	1	65	100%
Placement 1	Yes			4 days/week	2	65	100%
Placement 2	Yes			4 days/week	2	65	100%
Placement 3	Yes			12 weeks	3	65	100%
Elective	Yes			12 days	4	65	100%
BA Hons Social Work: Practice Learning	Yes			20 days	2	25	100%
Direct Practice 1	Yes			64 days	3	25	100%
Direct Practice 2	Yes			96 days	4	25	100%
Pre-registration Masters programmes:-							
MSc Rehabilitation Science Clinical Education Placements 1 & 2	Yes			2 x 4 weeks	1	22	100%
Clinical Education Placements 3, 4, 5	Yes			3 x 4 weeks	2	22	100%
Clinical Education Elective	Yes			4 weeks	2	22	100%
Clinical Education Placements 7, 8, 9	Yes			3 x 4 weeks	2	22	100%
MSc Occupational Therapy: Practice Education	Yes			3½ days/ week x 12	1	20	100%
Practice Education	Yes			10 weeks	1	20	100%

Practice Education	Yes			3½ days/ week x 12	2	20	100%
MSc Social Work: Practice Learning	Yes			20 days	1	25	100%
Direct Practice 1	Yes			64 days	1	25	100%
Direct Practice 2	Yes			96 days	2	25	100%
BNE							
All BNE undergrad except BSc Building Services Engineering	F-T - Yes but not L3 Entrants P-T mandatory work experience in current post			Sem A (module BNES340, 60 credits) P/T Modules 3 x 20 credits, BNES241, 341, 441	3		95% for full time mode, 100% for part time mode
CBS							
BA Business Studies	Yes			48 Weeks	3	74	73
Tourism UG Suite (BA Tourism Mgt/BA Tourism Int Travel Mgt, BA Hospt Mgt, BA Tourism (Conference & Venue Mgt))	Yes			12-15 weeks	2	46	46
BA Business Information Management	Yes			12 weeks	2	90	40% exempt
MCLM UG programmes: (BA Adventure Recreation Mgt, BA Entertainment and Events Mgt, BA Sports Management, BA Leisure Mgt)	Yes			400 hours	3	59	59
BA Marketing		Yes		2 days / week over 12 weeks	2	67	8
BA Fashion Business		Yes		2 days / week over 12 weeks	2	48	30
BA Retailing		Yes		2 days / week over 12 weeks	2	30	15
MSc Fashion Marketing	Yes			4 weeks	M	28	28
MSc Human Resource Mgt FT	Yes			1 day / week Nov-May + 2 week block	M	19	100%
ESD							
BEng (via module 'Supervised Work Experience')		Yes		32 weeks min.	3	35 (L3)	8
CMS							
Maths UG suite	Yes			24 weeks	3	c. 24	100%
Computing UG suite		Yes		1 year	3-4	c. 100	c. 25%
LS							
BSPS1 Psychology		Yes		Semester	3	100	
BSOD2	Yes			2 x 6 weeks	2	15	100%
BHOO4	Yes			3 x 4 hrs +1 x 3 hrs +1day	4	72	100%
BSHD2	Yes			4 weeks	2	20	20
BSHD3	Yes			12	3	20	20
BSHD4	Yes			12	4	20	20
PGDI1	Yes			4	M	12	12
PGDI2	Yes			12	M	12	12
PGDI2	Yes			12	M	12	12
BSHF4	Yes			12 weeks	4	12	12
GAPS: Nil return							
LSS: Nil return							

TYPE I (ii)

Module	Placement Description	Duration	Level	Credits	Student Uptake
NMCH: Nil return					
HSC: Nil return					
BNE: Nil return					
CBS: Nil return					
ESD: Nil return					
CMS: Nil return					
LS					
PSYP311	Voluntary work experience	Semester	3	20	7
PSYP208	Work in Psychology	Semester	2	20	19
GAPS					
Caledonian Degree	Optional modules in life-based or work-based studies	15 weeks	Current ly 2 and 4	20 credits per module	Pilot modules; so far approx. 10 people have taken the modules
LSS: Nil return					

TYPE I (iii)

Module	Placement Description	Duration	Level	Credits	Student Uptake
NMCH: Nil return					
CBS					
MSc Business Development	Work based programme at Masters level across all modules and work based dissertation	P/T	M		From 2000-03, 20 students from 20 companies. Now suspended – too expensive
ESD: Nil return					
CMS: Nil return					
LS					
VISP428	Clinic	Sem A&B	4	20	100%
BNE: Nil return					
GAPS					
U/G and P/G Learning Contract WBL	Whole programme based around work-based activities	Entire programme	All inc. M and Doctorates	As appropriate for qualification level	100%
LSS					
SOCS362	Community based	12 weeks	3	20	60%
HSC: Nil return					

TYPE II

Programme	Placement	Duration	Level	Nature of Placement	Student Uptake
NMCH – Nil return					
CBS – Nil return					
ESD – Nil return					
CMS – Nil return					
LS					
BSOD3	Commercial Practice	n/a	2/3	ABDO Pre-Reg	60% approx.
BNE – Nil return					
GAPS – Nil return					
LSS: Nil return					
HSC: Nil return					

Appendix 2: HE Academy Questionnaire Pilot

GCU participated in a pilot questionnaire to students, as part of a Higher Education Academy project to help students and tutors to analyse the range of employability-enhancing experiences in a higher education programme. The refined questionnaire will be available in summer 2005. Appendix 2 shows the range of GCU students that participated. They numbered about 1000. The data are not robust enough to base any strong conclusions on the analysis., nor would it be worth trying to carry out a more sophisticated statistical analysis on this data. The insights revealed by the attitudinal part of the questionnaire were few, although a generally positive picture emerges of students who see themselves as quite autonomous in their learning, becoming more so as they progress. Where placements are part of the programme then the students are more likely to see the benefits of this for their academic studies. Overall our students are quite confident about their employability, but this confidence does not seem to depend on having had relevant work experience. Our students are quite positive about the opportunities they have for discussion.

This is a pilot version of a questionnaire that is being developed for the Higher Education Academy to help students and tutors to analyse the range of employability-enhancing experiences in a higher education programme. A web-based version of the questionnaire will be launched in the Summer of 2005 and will provide individualised feedback. Your contribution, in completing this paper version, will make it possible to provide that feedback. Your responses are confidential, and no person, department or university will be identified in any reports we publish.

1. Which of the following best describes your programme of study? (Please tick one)

Science or technology	
Arts, humanities or social sciences	
Combined programme involving both science-based and non-science-based elements	

2. What is your gender? (Please tick)

Male		Female	
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3. Which age-band were you in on initial enrolment? (Please tick one)

Under 20		21-25		26-30		31-35		Over 35	
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		Yes	No
4	Do you consider yourself to come from an ethnic minority?		
5	Have you undertaken part-time employment whilst studying in higher education?		
6	Have you, whilst studying in higher education, acted as a voluntary worker?		
7	Have you participated to a significant extent in social activities (e.g. societies, sports) organised in your higher education institution?		
8	Were you in employment that was <u>unrelated</u> to your programme of study before you entered higher education?		
9	Have you been in employment that is <u>unrelated</u> to your programme of study whilst you have been enrolled in higher education?		
10	Have you undertaken a period of work experience as a <u>formal requirement</u> of your programme of study, or as an activity intended to support your studies?		
10a	If you answered 'No' to the preceding question, did your personal circumstances prevent you from engaging in programme-related work-experience?		
11	Have you participated in a formal activity outside your programme of study that focused specifically on general skills enhancement? [Would be Q11 if you do the above]		

Questions continue overleaf. When answering them, please tick to show whether you Strongly Agree (SA), Agree (A), are Neutral (N), Disagree (D) or Strongly Disagree (SD). If an item does not fit your particular circumstances, please tick the 'not applicable (NA)' box and move to the next. The asterisks indicate that, if you are following a multi-subject programme, you should respond with reference to your main subject area.

12	The teaching on my programme of study has concentrated on the presentation of information	SA	A	N	D	SD		NA
13	The teaching on my programme of study has encouraged discussion	SA	A	N	D	SD		NA
14	The teaching on my programme of study has focused on the building up of subject knowledge rather than on the development of general skills	SA	A	N	D	SD		NA
15	The teaching on my programme of study has helped me to think critically about my subject*	SA	A	N	D	SD		NA
16	This year's work requires me to be more independent than last year's did	SA	A	N	D	SD		NA
17	In my programme of study I am expected to take stock of my own academic progress	SA	A	N	D	SD		NA
18	There is little connection between the skills I have learned from work experience and those relevant to my subject*	SA	A	N	D	SD		NA
19	My programme of study has involved me in planning my career development	SA	A	N	D	SD		NA
20	I find new concepts difficult to understand	SA	A	N	D	SD		NA
21	I have a broad understanding of my subject area*	SA	A	N	D	SD		NA
22	I know where my weaknesses are in my understanding of my	SA	A	N	D	SD		NA

	subject*							
23	What I have learned in the workplace has helped me in my academic studies	SA	A	N	D	SD		NA
24	I am not sure what subject-specific* skills I can claim to have	SA	A	N	D	SD		NA
25	I understand how I learn most effectively	SA	A	N	D	SD		NA
26	I feel confident in my academic work	SA	A	N	D	SD		NA
27	Whilst in higher education I have learned some strategies that help me to succeed on novel problems	SA	A	N	D	SD		NA
28	I have become skilful in my subject specialism*	SA	A	N	D	SD		NA
29	The work experience I have had has made me think about what I need to do in my studies to develop a graduate-level career	SA	A	N	D	SD		NA
30	I have not been encouraged to consider how the things I do outside the formal academic programme can provide evidence in support of graduate-level employment	SA	A	N	D	SD		NA
31	For the development of my graduate-level career, I am aware that I need to demonstrate that I have the personal qualities to succeed	SA	A	N	D	SD		NA
32	I am not sure what subject* knowledge I will need for my preferred future career	SA	A	N	D	SD		NA
33	I know what general skills employers expect of graduate-level employees	SA	A	N	D	SD		NA
34	I do not know the extent to which my current capabilities fit the expectations of graduate-level employment	SA	A	N	D	SD		NA
35	I find it hard to assess my strengths and weaknesses as a competitor in the graduate labour market	SA	A	N	D	SD		NA
36	I have enhanced the general skills that make people effective in employment	SA	A	N	D	SD		NA
37	I expect my work experience to be of interest to employers	SA	A	N	D	SD		NA
38	I can provide an employer (or other interested party) with evidence of my general skills	SA	A	N	D	SD		NA
39	I have built up a portfolio of evidence of my achievements	SA	A	N	D	SD		NA
40	I expect that I will be effective in a graduate-level job	SA	A	N	D	SD		NA
41	There was no emphasis on career development during my first year in higher education	SA	A	N	D	SD		NA
42	Subsequent to my first year, career development has featured in my programme of study	SA	A	N	D	SD		NA

SCHOOL	PROGRAMME	LEVEL
Law & Social Sciences	BA Social Sciences	2
Law & Social Sciences	BA Social Sciences	3
Law & Social Sciences	BA Social Sciences	4
Law & Social Sciences	LLB	2
Law & Social Sciences	LLB	3
Law & Social Sciences	LLB	4
Law & Social Sciences	BA Business Law	2
Law & Social Sciences	BA Business Law	4
Law & Social Sciences	Legal Studies	3
Law & Social Sciences	BA Legal studies	4
Law & Social Sciences	BA Consumer & Trading Standards	3
Law & Social Sciences	BA Consumer & Trading Standards	4
Law & Social Sciences	LLM	
The Built & Natural Environment	BSc (Hons) Building Surveying	4
The Built & Natural Environment	BSc (Hons) Environmental Civil Engineering	4
Engineering, Science & Design	BSc (Hons) Multimedia Technology	3
Engineering, Science & Design	BSc (Hons) Multimedia Technology	4
Engineering, Science & Design	BSc (Hons) Forensic Investigation	2
Engineering, Science & Design	BSc (Hons) Forensic Investigation	3
Engineering, Science & Design	BEng (Hons) Electronic Engineering	4
Engineering, Science & Design	BSc (Hons) Computer Aided Mechanical Engineering	4
Caledonian Business School	MGT310 Strategic Management Module	3
Computing & Mathematical Sciences	BSc(Hons) Computing	2
Computing & Mathematical Sciences	BSc(Hons) Computing	3
Computing & Mathematical Sciences	BSc(Hons) Computing	4
Computing & Mathematical Sciences	BSc (Hons) Financial Mathematics, BSc(Hons) Mathematics & Computing, BSc (Hons) Mathematics for Business Analysis	4
GAPS	The Caledonian BA/BSc(Hons)	3
Health & Social Care	BSc(Hons) Podiatry	2
Health & Social Care	BSc(Hons) Radiography	2
Health & Social Care	BSc(Hons) Physiotherapy	4
Life Sciences	BSc(Hons) Psychology	2
Life Sciences	BSc(Hons) Psychology	3
Life Sciences	BSc(Hons) Psychology	4
Life Sciences	MSc Mental Health	M
Nursing	BA (Hons) Nursing RN	3

Appendix 3: PDP Responses from Schools / GAPS

BNE

Level 1: variable across programmes and within cohorts. Level 2: students appear to see value in the activity as they prepare to go to professional placement at the end of the session. The School is introducing long thin modules at Level 1 in Session 2005-06, and will allow the development of a wider range of PDP activities as well as student/academic advisor liaison. The School also hopes to strengthen Level 2 and develop Level 3 for introduction as a result of feedback from current Level 2 students.

CBS

58% of all CBS student attended PDP Milestone Meeting (MM) 1. However there is wide variety across programmes from 100% to 16%. Factors that seemed in part to facilitate student engagement in the PDP process are:

- Appointment of PDP Advisers who are involved in the teaching of L1 students – familiar faces to build the relationship
- PDP embedded in the programme modules – PDP outputs/academic achievements come from module summative and/or formative assessments
- Proactive PDP Advisers in setting up the first meeting and sustaining the momentum of the process

CMS

A complementary approach to the implementation of PDP has been adopted within the Computing undergraduate suite. It is important to emphasise, however, that the essence of the approach is the same: it is the School's responsibility to put in place a sequence of timetabled events upon which a student may reflect in order to build up a learning log and a personal portfolio of evidence. These events may be, for example, group course work or oral presentations; that is, events that will enable the students to develop their abilities in reflective learning.

The students were asked to complete a learning styles questionnaire to kick-start the process of learning to learn. They were asked to reflect upon their progress, to identify deficiencies in their approach to learning, and to agree, in discussion with their Academic Advisors, remedial steps. A follow-up meeting with their Advisors was held to evaluate progress and an end-of-session meeting should be being held about now to review the year. It is clear that some students have had to be very strongly encouraged to attend these meetings. This implementation will be reviewed.

Early indications from the School's experience suggest that some findings of the research literature have been vindicated. Successful implementation requires commitment from staff who are wholly engaged in the process. Students *do* need encouragement; reflective learning has to be nurtured and it will not occur without help from staff.

The success of the complementary implementation in Mathematics is attributable to the efforts of the member of staff driving it and the fact the she is also the Year Tutor and so a natural point of contact for the students. This is interesting as the activities, summarisation of articles, submission of a brief essay for comment and feedback, were not part of module activities but were an add-on; the literature suggests that this will not usually be the best way in which to implement PDP.

It is believed that for next session, a yet greater emphasis on student participation, within the spirit of Partners in Delivery, is required. A better way than last session's attempt at meeting the students in a semi-formal start-of-session event must be found.

The use of Folio was not a success and the recent decision by the Executive to cease implementation of this software seems appropriate.

During the session, as part of the overall activities relating to PDP and feedback, it became clear that email contact with students is far from optimally organised. The university must deal with this matter before next session. It is essential that there is a guaranteed single point of contact with students that is convenient for all and that this email address is the one allocated within Blackboard.

ESD

ESD introduced PDP as part of modules and also within Academic Advising area. The operation was made clear to students and staff via the PDP handbook and the ESD Year 1 student site. Engagement of students with the set PDP activities has generally been good (our current estimate based on electronic records is about 75% engagement). We are currently in the final stage of this session for year 1 which involves career planning and CV preparation. This stage is being facilitated by Careers staff. On the whole we are pleased with progress made this year although we recognise that in many instances staff are having to be proactive to set up meetings with students with students taking little responsibility for this. Once we complete year 1 we will be able to provide a more detailed review which we will use to inform next session's activity.

GAPS

As far as PDP goes the Caledonian degree's whole purpose is centred on personal development. We do PDP within the core models and some of the optional modules on the programme. The WBL programmes also include an aspect of PDP but not in as structured a way. We will be developing this further but recognise that the WBL modules in themselves are about personal and professional development since that is the very nature of WBL programmes.

HSC

The uptake of PDP in HSC is varied. There was almost 100% uptake at PDP induction and the first milestone meeting but this has slipped with meeting 2. Some programmes still have high levels of engagement others have dropped to 50%.

LS

From informal feedback it is apparent that PDP has a very high uptake in Bio as the level 1 tutor (responsible for managing PDP) is also the module leader for the big introductory Bio module so knows most students by name. If a student misses a meeting his/her adviser will report to the level tutor who will follow this up immediately after a seminar/lecture. Bio also run a system whereby academics offer to become PDP/academic advisers so only staff who are interested in student support opt into this system. All academics in Vision Sciences and Psychology act as PDP/academic advisers therefore some are less motivated to follow-up and support students. PDP uptake in the other two departments is much lower than in Bio.

LSS

The School Personal Development Team forms part of the larger first year student experience Group. Personal development planning was available to all fulltime first year undergraduate students from session 2003/2004 as part of the general academic guidance system and this has been continued in this current academic session. We currently have a paper based system but the forms can be found on our School website and a copy is also available through the *myCaledonian* portal. Our colleagues have been provided with full training at the beginning of each academic year. However, recent uncertainty over the system of electronic PDP to be adopted by the University have to some extent undermined the School's efforts in this respect.

On completion of a survey at the end of Semester B 2004- 63% of students throughout the School visited their PDP adviser *at least once* during their academic year. We will embark on a similar exercise for this session but, as yet we have no figures for 2005.

Appendix 4: CEIG Responses from Schools / GAPS

BNE

Gail Ferrier (Careers Service) is on the School's Programme Management Group (PMG) and there is a standing item on the agenda in respect of CEIG to discuss issues as they arise. PMG meets monthly. Gail is the first point of contact for employers who wish to talk to students, promote their organisation and offer placement and graduate opportunities, etc. Gail arranges all such events, liaising with the relevant Programme Organisers etc as necessary. As part of our Professional Placement preparations, all L2 students participate in a series of workshops, including CV preparation, interview techniques. Gail provides input and support. PDP is a theme within these.

CBS

In session 2003-04, an 'Employability' Audit was conducted by Careers Service (CS) across all CBS programmes to identify the programme's needs with respect to CEIG. During session 2004-05 Careers Service engaged with CBS programmes in a collaborative development to provide activities and sessions on CEIG to continuously improve the success of our students in the employment market. There is variation in awareness and take up of services of Careers Service. Some programmes have well established links with the CS, others have their own established work experience/CEIG practices. Many programmes expressed interest in targeted drop-in sessions for their students through to customised provision of employer events, employability seminars and 'final year' presentations.

2004/05	Session Name	Course/Level	Numbers Attending	
October04	Final Year talk	BA Financial Servs	30	
	Final Year talk	BA HTL progs 4	35	
	Final Year talk	BA Business Info Mgt + Electronic Business	90	
February	CV and CL	MSc Fashion Marketing	16	
	Impress at Interview	MSc Fashion Marketing	16	
	Impress at Interview	UG Marketing courses	40	
	CVs&CLs	MSc Fashion Marketing	16	
	Final Year Talk	BA Fashion Business L3	31	
	Interviews	MSc Fashion Marketing	8	
	Intro to Career Serv	BA Hosp	40-50	
	L2 pre placement	BA Tourism BA International Travel		
	March	Impress at Interview	BA Hosp	10
	March	L2 pre placement	BA Tourism BA International Travel	
March	Assessment Centres Explained	BA Hosp		
	L2 pre placement	BA Tourism		
	BA International Travel	24?		
October	Final year talk	BA Economics 4 th yr	8 approx	
	CVs and CLs	BA Business (cross section) 2 nd yr pre placement	39	
	Final year talk	BA Marketing	150	
	Final year talk	BA Risk Mgt	40	
	Final year talk	BA Comm & Mass Media	40	
	Final year talk	BA Fashion, Retail & Mktg	45	
	Intro to Assessment Centres	MSc Fashion Marketing	5	
December	CVs & CLs	MSc HRM	16	
March	Intro to CS	BA Hosp	45	
	Pre Placement	BA Travel & Tourism		
	Level 2	BA Leisure		
February	Psychometric Testing	HRM ModuleL3	8	
April	Psychometric Testing	BA Hosp/Travel & Tourism/Leisure L2	3 sessions tbc	

CMS

Undergraduate Computing Programmes

1: A detailed Careers Service Resource Pack is made up and issued to all level 3 and 4 students at enrolment. Placement preparation programme (which is open to all students at level 3 gives various sessions from them). The Hons Year tutor gets the Careers Service to use part of one of her COMU409 lectures (a common module in all Hons programmes in COM) to give their "what we provide talk".

2. The main specific uses are for placement preparation programme.

3. As well as above in 1, attention is drawn to the Careers service in the Student Handbook (issued to all students at Induction) . The PDP implementation in COM UG "gets" students to construct an initial CV early in Semester A and gives guidance about CV content and general PPF in its PPF guidance document. This guidance material trying to emphasis the relationship between Employability and the development of a PPF.

4. Many services including the Careers Service provide a very good (and professional) service and we utilise them as is normally expected in COM UG (i.e. Final year talks and Placement Preparation). Similarly the materials I get from them and use to make up the Resource Pack issued to students is very good.

Undergraduate Maths Programmes

Maths UG programmes do much the same, particularly around preparation-for-placement-time. We asked the Careers Service to contribute formally to our induction but they were unable to accept.

COM Postgraduate Programmes

On the generalist programmes we make use of the careers service to give a talk on the services on offer. I encourage students to make use of the CV preparation talks and the interview skills talks. I talk about careers in general at the induction session.

ESD

We participated in an audit last session with Careers staff and this identified possible ways of incorporating this into programmes. The agreed plan of action was:-

- to embed employability were possible within curriculum (primarily through monitoring and review process).
- to provide opportunities for CENG staff to present careers advice etc to final year students and pre-placement students.
- to integrate CEIG within roll out of PDP.
- to keep all students regularly informed of specific CEIG opportunities including private consultations as appropriate.

On the latter ESD and CEIG staff designed and delivered a CV development workshop to year 1 students as part of their PDP programme. We have agreed this will continue next year and that we would build on this through a series of workshops in year 2 to focus on CV building and reflecting on the relationship of curriculum to careers.

HSC

During Session 2003-2004 due to staff shortages the named liaison person for the School of Health and Social Care was not able to develop this School link. However, the support provided to programmes within the School continued as in previous years. The following list details the main areas in which programmes have to date been involved with the Career Service:

- Writing a CV

- Interview skills
- Presentation skills
- Writing an application
- Advice and guidance for Year 3 and 4 students re careers
- Exiting and transferring students are referred for help and advice
- Open Evenings
- Individual advice to students re term and vacation employment opportunities

During Session 2004-2005 the new liaison person for the School was identified and the School looks forward to developing this link. To date a number of initiatives have already been discussed and or implemented:

- Continuation with the close links already established with some programmes
- Strengthen the links with the remaining programmes
- Involvement at all School Career and Open events.
- Attendance at School Board whenever Agenda items would benefit from an input from Career Service.
- Highlight to students the role of Student Services and Career Service in particular.
- Involvement in Induction week.
- Programme Organisers to ensure that all students who withdraw from programmes are given a contact and/or are advised to seek assistance from the Careers service.

In addition to the above strategies the School is running an Employability Forum and Jobs Fare in April 2005. The purpose of the forum is to identify key national and local strategy issues for Health and Social Care and to allow the School to get an external perspective on the Employability of its graduates. This is the first time the School has hosted such a forum but it proves to be successful then future events may follow.

LS

Some programmes have careers evenings for students. Ellen Gibson (SLS careers rep) has been invited to School Quality Enhancement Committee meeting to discuss how School can work with Careers Service to enhance engagement with CEIG.

LSS

In line with the increasing emphasis on student employability issues, the School has adopted a more integrated and proactive role alongside the University's CEIG. All programme organisers are aware of the opportunities provided by CEIG and, in particular, at Levels 3 and 4, CEIG is invited to speak to the students at lectures and the students are encouraged to visit CEIG to assist with interview preparation. Our induction process also includes a comprehensive introduction to CEIG so that our new students are aware of the services it provides. Staff career contacts are being designated for each Division.

Additional informal opportunities to discuss career options and developments are provided by colleagues through the School academic advisory system. Student Personal Development Planning will also help students effectively prepare CVs and focus the students' thoughts on career opportunities.

NMCH

Karen McNab has presented to the School's Quality Assurance and Enhancement Committee following an independent meeting with the ADQ. Thereafter Programme Organisers, particularly of the pre registration programmes have made arrangements for CEIG to present to students on general elements of careers as well as CV's and application submissions for posts. We also keep CEIG apprised of the independent open days that the divisions within the health service mount in tandem with staff from the School.

Appendix 5: Programme Employability Audit

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 work may already be developed in the area. The process can also recognise local autonomy and priorities, within an institutional framework, 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
- engaging a wider constituency within the academic community
- 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 programme with respect to the issue of employability and to see where they could improve the course to better address this issue. **This Employability Audit Toolkit was downloaded from the LTSN Bioscience website: <http://bio.ltsn.ac.uk/issues/employability/>**

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.

Step 1

Within each of the aspects allocate a score between 0-4 for each of the audit questions. Score 0 if the audit point has not been seriously considered at all. Score 1-4 if the audit point is considered to be satisfied poorly (1), partially (2), adequately (3) or optimally (4). Think about it from the student's point of view as well as that of the course team.

Step 2

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

- What possible options could be envisaged which would satisfy the audit point?
- Do resource or other constraints make any of these options unrealistic?
- At what point in the course could appropriate changes be made?
- Which changes would most benefit employability aspects of the course?
- 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?

Step 3

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

Step 4

Having instituted changes as a result of the audit, repeat the process in 12-24 months.

Programme Employability Audit Tool

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	
Are visitors giving research talks encouraged to reveal 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 and opportunities in their company?	
Are students explicitly taught career management skills?	
3. Relationships with employers	
Have you made potential employers aware of the attributes/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?	
3. Relationships with employers (contd.)	
Do you have good communication with local and national major employers of your graduates?	
Do employers visit your unit to give talks about employment opportunities and requirements?	
Do employers attend any student final year project presentations?	
Do you know what particular skills, knowledge and attitudes your major employers see as becoming more important in the next 4 years?	
4. Options for work experience	
Are work experience possibilities provided/encouraged for students during vacations?	
Are sandwich placements provided/encouraged as part of the course?	
Are overseas placements possible and encouraged for students?	
Are realistic simulations and case studies used to give experience of real work situations?	
Do some students carry out in-course project work in real settings with employers?	
Are work experience/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 and value highly in graduates?	
Have employers reviewed your curriculum and provided feedback on content and methods?	
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?	
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 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 explicitly with students?	
Have you identified where work related learning activities occur in the course - are they explicit to students?	
Have opportunities to increase the work related learning activities in the course been identified and taken?	
6. Are students helped in obtaining and developing careers?	
Is a 'Record of Achievement' 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	
Is the contribution of extra-curricula activity 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	
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.

Appendix 6: Examples of Good Practice

The following are some examples of good practice at GCU which colleagues may find useful.

A: Work Experience

Example 1: *Douglas Forbes / Mike Wrennall (LS)*

Recognising that many of our psychology graduates would not become professional psychologists, but would enter a variety of jobs and occupations, we, from the Psychology Department at Glasgow Caledonian University, set out to try to tackle some of the challenges of developing aspects of the curriculum which would enhance the employability of our students. We quickly established that, for psychology at GCAL, conventional work placements would be neither practicable nor, for the most part, appropriate. We also wished to explore with the students the relevance of much of what they encounter in the work place to their academic curriculum, thereby hopefully breaking down some of the apparent barriers between work and psychology. The experiences which many of our students were already obtaining in their paid part-time employment could provide a useful vehicle for cultivating work-relevant transferable skills, as indicated by Little (2000). We developed a credit-bearing module which requires students to reflect on aspects of their work and its relationship to psychology, and on the skills they are developing through their work. This structured reflection makes students aware of what they are doing, what they are learning and what is happening to them (Falconer & Pettigrew, 2003) rather than simply doing work in some mindless way as a means of earning money to survive at university.

We then realised that, valuable though their part time job experiences probably were, this may not be sufficient to provide future employers with evidence that our students were acquiring the types of social and personal skills which many seem to assume and value in psychology graduates (Hayes 1989). We thus set about addressing this by developing opportunities for our students to obtain more 'psychology related' work experience of a truly meaningful and relevant type (Breen, Pike & Arco, 2003; Wrennall & Forbes, 2002). We developed a scheme to provide students with opportunities and experience of working with people, for example, tutoring school pupils with special needs, being involved in music therapy, befriending people with particular needs such as epilepsy, HIV-Aids, autism etc. In all of this, we were persuaded that it was important for students to adopt the discipline of maintaining systematic records of their learning experiences, and to adopt a critically reflective approach to what they were doing.

Example 2: *(LSS)*

The award-winning *Community Links* module has provided placement opportunities for a limited number of students.⁶ During 2004 this provision was strengthened by an innovative new project launched in conjunction with Halifax-Bank of Scotland (HBOS). The HBOS scheme aims to provide 120 placements within voluntary sector organisations over a three year period (April 2004-2007). Students are drawn mainly from Levels 3 and 4 and come from across the University. There had been a good response to the pilot scheme from LSS, with four completed placements and eight placements currently ongoing.⁷ In addition, placements and work-based learning are important strengths in the Division's new masters provision.

B. Personal Development Planning (PDP)

Example 1: *Gayle MacPherson (CBS)*

The PDP process within the Leisure Suite of Degree Programmes, in the Division of Media, Culture and Leisure Management was introduced in 2001/2 when the Caledonian Business School re-validated all of their business degrees. The Leisure Management Degree Programme has since been spilt into four independent Degree Programmes in: Adventure Recreation Management;

⁶ Module Descriptor SOC362.

⁷ *HBOS Placement Guidelines*.

Entertainment and Events Management; Leisure Management and Sports Management (hereafter, the “Leisure Suite”).

At the time of re-validation, a formal PDP element to the curriculum and extra curricula activities, which made up the overall experience, was introduced to the suite of Leisure programmes. A concise guide to the planning process, in the form of a question and answer sheet, was written for students (see Appendix 1) to help them understand the process and how it would add to their academic learning and employability skills. In addition, an “at a glance grid” was written that demonstrated where PDP was part of the formal curriculum or additional. This was used to inform both students and staff. The staff were to have a formal role in the process through the personal tutor system, thus, they too needed to understand that the process had to be imbedded rather than as a bolt on; giving the students a holistic learning experience. Three of the staff working with students on PDPs are members of the ILT.

The “grid” was developed using the LTSN subject guide for Hospitality, Leisure, Sport and Tourism (see Appendix 2). The guidelines also recommended that students should be monitored, thus a planning proforma was developed for staff to use with students to help plan employability skills (Appendix 3). Since the suite of Leisure programmes are highly vocational this element is essential. Furthermore, work experience is a required element of these degree programmes. Students must obtain 400 hours work experience to be allowed to complete the module MLLS302 Capable Professional Practice at third year level. The work experience element replaced the previous Placement that was part of the old degree programme. Students were asked to keep learning diaries to record their hours of work experience over the first two years of the programmes and to use the diaries to reflect on their experience (Moon, 1999). These diaries were then used in the formal learning in the aforementioned third year module. The formal process of PDP finishes at the end of the third year, but the progress file continues until Semester B of fourth year. In essence, the students should have gained their employability skills by the end of third year enabling them to become viable in the workplace, should they choose to graduate at this level.

The process adopted by these programmes managed for CBS by MCLM has been used by the LTSN subject association as an example of good practice and, indeed, Dr McPherson, as well as hosting numerous internal events on this subject, delivered a workshop on PDP to the newly established Association of Events Management Education, at Leeds Metropolitan University, earlier this month. Both of these suggest both wider interest and recognition of the work we are doing in this field.

Example 2: Elaine Smith (ESD)

ESD has implemented the opportunity for all first year students to engage in personal development planning as an integral part of the personal tutor system. A PDP Diary is distributed to the first year students during induction and this includes a list of Semester A and Semester B Goals. These goals are called tickable, achievable tasks, TATs, Figure 3. Personal Tutor meetings are arranged to allow students to provide evidence as they complete their TATs. TATs are verified by the Personal Tutor using an electronic PDP record in KELPIE. The PDP goals are achieved by active participation by the students who must demonstrate active reflection and forward planning as they progress through their learning journey with us. PDP engagement is embedded into first year modules and counts as 20 coursework marks and these marks are harvested from KELPIE at the end of the academic year.

Week No	Goal	Marks
Induction	Learning styles questionnaire and diagnostics completed	2 marks TAT 1
Week 2	Attended group meeting with Personal Tutor	2 marks TAT 2
Week 4	Receive and reflect on first attendance letter	1 mark TAT 3
Week 5	Complete study timetable	2 marks TAT 4
Week 6	Mid semester evaluation meeting with Personal Tutor	2 marks TAT 5
Week 8	Receive and reflect on second attendance letter	1 mark TAT 6

Figure 3 Semester A Goals or TATs

Semester B's TATs include completing a reflection sheet on Semester A, attending a tailored ELS workshop which results in an action plan and attending a tailored Careers Service Workshop to support the development of an online CV using the official UK's graduate careers website

C: Careers Education Information Guidance

Example 1: Val Webster (HSC)

HSC has developed a number of in house strategies to assist students in Career planning. The School begins contact with students even before they have accepted a place at GCU. This sets a pattern where Career development is highlighted from initial profession choice, during their education within the School and prior to graduating with their degree and license to practice. The strategies employed across the School include:

- The School hosts each year open evenings for all students who have been offered conditional or unconditional places within the School. The evenings have three parts to them:
 1. A welcome and general talk regarding the School, its philosophy, its successes and the demands of professional programmes. Invited speakers from the Careers Service inform students of their role and the services they have to offer, not just in the later stages of their university career but from year 1. The representative from the library also attends to inform students of the range of opportunities and resources the University has to offer.
 2. Prospective students and their guests are then invited to a session run by the Programme Organiser and members of the Programme Teams where the programme they have applied to is outlined to them along with the requirements and expectations of the Professions. Career development, employment opportunities and barriers are frequently discussed. Question and answer sessions are included at all stages.
 3. Following the programme specific sessions prospective students and their guests are given a guided tour of the University and the School.

Feedback from these events has been very positive with several hundred students and guests attending each year.

- Divisions also host profession specific Jobs Fares involving potential employers and ancillary companies eg Equipment and Drug Companies. These events allow employers and students to market themselves. Again very positive feedback has been received following these events.
- Programmes also involve Managers in giving talks to students.
- Employer representatives sit on all School Programme Boards.
- Heads of Division are key points of contact for local and national Professional Groups.