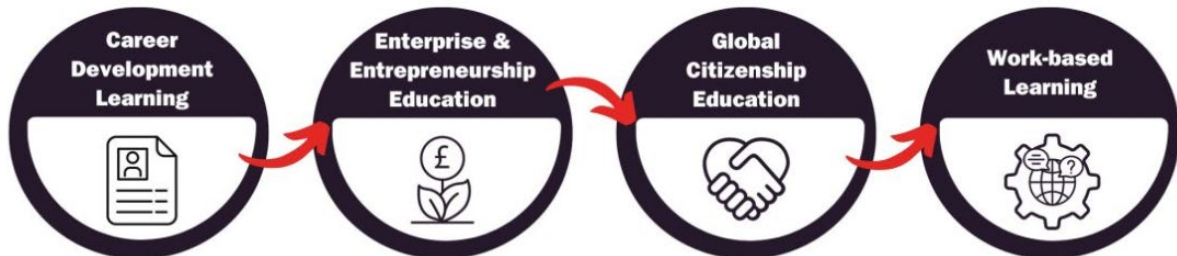


Programme review of employability



Employability Threads

1. How will/does your programme support students to develop a professional identity, explore career options and be well prepared to transition into the world of work? (*Career Development Learning*)

Consider these learning objectives aligned to Career Development Learning to support your thinking:

- **Self-awareness** – critically reflect on personal skills, attributes, values and motivations to shape a professional identity and develop prospective career goals.
- **Opportunity awareness** – demonstrate knowledge of the graduate labour market and career options, applying networking and self-promotion skills to attract recruiters.
- **Decision making** – create career development plans to set clear goals and actions, applying career management strategies to navigate the ever-changing future of employment.
- **Transition learning** – identify and engage with a range of professional recruitment methods that are reflective of industry practices, demonstrating an ability to adapt to the world of work.

2. How will/does your programme support students to explore entrepreneurial ideas and ambitions and develop enterprise skills? (*Enterprise & Entrepreneurship Education*)

Consider these learning objectives aligned to Enterprise & Entrepreneurship Education to support your thinking:

- **Entrepreneurial skills, mindset and creative thinking** - identify, develop and analyse essential enterprise skills and attributes required to be an entrepreneur, applying creative and innovative practice.

- **Freelancing, networking and digital profiles** - demonstrate how to start up as a freelancer, developing professional networks and digital profiles that support the creation of a successful, sustainable business.
- **Setting up a business** - identify and apply the key aspects of how to develop and establish a business, from an initial idea or concept to a functioning model.
- **Pitching and promoting** - develop essential skills to pitch a business idea or concept with impact, applying a wide range of marketing tools and techniques available to advertise and promote it.

3. How will/does your programme support students to become global citizens, pro-actively engaging in sustainability and social responsibility? (*Global Citizenship Education*)

Consider these learning objectives aligned to Global Citizenship Education to support your thinking:

- **Global awareness and cultural competence** - identify and analyse key global challenges whilst developing an increased awareness for cultural diversity and how cultural differences can impact international relations.
- **Global citizenship values and social responsibility** - develop and apply the values and behaviours associated with being a responsible global citizen promoting social responsibility, making ethically informed decisions and understanding the positive influence individuals and organisations can have when addressing global issues.
- **Sustainability and environmental leadership** – identify and demonstrate the importance of sustainable practices and environmental leadership at a local, regional and or global scale.
- **Community engagement** – actively participate in community engagement opportunities and projects that align with one or more of the United Nations Sustainable Development Goals (SDGs), developing a greater awareness of the importance such initiatives have when tackling global challenges.

4. How will/does your programme support students to apply their learning to the world of work, developing their commercial awareness and professional know-how? (*Work-Based Learning*)

Consider these learning objectives aligned to Work-Based Learning to support your thinking:

- **Applied learning** – apply and demonstrate relevant practice, skills and knowledge developed in the learning environment, that are applicable to a simulated or real-world industry or profession.
- **Industry knowledge** – develop a comprehensive knowledge of industry-specific practices, commercial awareness and sector or subject specific challenges.
- **Critical thinking and problem solving** – identify and solve problems independently or as part of a team, applying creative and analytical thinking.
- **Professionalism** – demonstrate professionalism in the workplace, including effective communication, time management, adaptability, and adherence to workplace norms.

5. Is the timing and focus of your work in these areas right, given the students' needs and their development trajectory at university and beyond? Please refer to the [Student Futures Framework](#) for guidance on optimum times to deliver various elements of employability.

6. How do you assess or validate employability development? Do you use a range of assessments beyond summative i.e. formative or ipsative (i.e. how far each student has developed)?

Are your students aware of how they are enhancing their employability, and do they understand how their learning / experiences are transferable? Can they articulate this e.g. in an interview setting?

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8. How do you currently signpost students to extra-curricular activities i.e. non-credit-bearing activities that are available outside of the curriculum? Are you currently engaging with the Student Futures team or any other professional services departments?

9. Have you identified any gaps in relation to employability provision? What are they and how do you intend to address them in your new programme design?