

Embedding PDP and Employability

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Birmingham City University

Embedding Employability & PDP

The world of work has changed significantly over the last few years and a degree is no longer enough to secure graduate employment. Students are entering Higher Education (HE) in order to get graduate level employment: *'It is clear that, as a more diverse population chooses to go to university, greater emphasis is being placed on long-term employment prospects when choosing institutions and courses'*. (Futuretrack Survey 2006, Professors Kate Purcell & Peter Elias) The student expectation is that HE will provide employability. Employers are also demanding that graduates have developed 'employability skills' and can 'hit the ground running' when they enter the work place.

The implications of these changes, combined with the expansion of HE has resulted in employers being more explicit in the skills they expect from graduates. They want and need much more than simply a degree. The Top 10 most important skills and capabilities when recruiting new graduates are:

- Communication skills
- Teamwork
- Integrity
- Intellectual ability
- Confidence
- Character / personality
- Planning & organisational skills
- Literacy (good writing skills)
- Numeracy (good with numbers)
- Analysis and decision-making skills

(Graduate Employability: What do employers think and want? The Council for Industry and Higher Education 2008)

Carl Gilleard, the Chief Executive of the Association of Graduate Recruiters (AGR) in Feb 2007 said 'Much more effort needs to be made.....to get the message across that going to university and coming out with a 2.1, while an achievement, is not enough to land a graduate level job. You have to develop your skills and experience. People who put in applications full of spelling mistakes on online application forms deserve what they get'.

Defining Employability

The Higher Education Academy (HEA) sponsored some excellent research and very useable publications on the theme of employability. It established the Enhancing Student Employment Co-ordination Team (ESECT) who produced a series of books under the title 'Learning and Employability'. These are listed in the bibliography and copies of many are available from CELT, Edge Building, City North Campus. ESECT's definition of employability is '*A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations*'. (Brenda Little & ESECT colleagues May 2006)

Carl Gilliard provides a not dissimilar definition of behalf of AGR: '*21st century graduates need to demonstrate to employers that they can 'hit the ground running'. In addition to working hard to gain a good degree, students should engage in extra curricular activities and obtain work experience in order to develop skills that will make them better prepared for the world of work*'. (Carl Gilleard, Chief Executive, Association of Graduate Recruiters)

Personally, I think that the published definitions are all very employer-centric and I would like to see included the wishes and needs of the graduate. My favourite definition is from Dr. Peter Hawkins (1999) – about whom much more later: '*To be employed is to be at risk, to be employable is to be secure*' but even this does not include the element of student or graduate job satisfaction that I feel is missing. I would like to see quality of his or her life included in a definition. DfES (2003) pick up that point: '*In a fast-changing and increasingly competitive world, the role of Higher Education in equipping the labour force with appropriate and relevant skills, in stimulating innovation and supporting productivity and in enriching the quality of life is central*'

It is this element of personal choice and individual definition – I would like to see a definition that asks every students 'what does employability mean to you?' - that Personal Development Planning (PDP) brings into the equation. PDP is '*...a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development*'. (QAA et al, 2001)

The issue that QAA, HEA, the Centre for Recording Achievement (CRA) and others are battling with is how, in the crowded market place of the university experience, do we help students to realise all of the above?

PDP

There is a strong relationship between PDP and student employability, and this relationship is central to the development of learners' ability to identify, articulate and evidence their learning and overall development. (HEA, 2006)

Current research suggests that students' development of core subject knowledge is, in itself, insufficient and society will demand more from tomorrow's graduate workforce. A systematic literature review has provided initial indications that there are grounds for optimism that PDP is effective in supporting student learning (Gough, 2003). HEIs are also recognising the need to facilitate the development of skills that lie outside the core subject, termed "transdisciplinary" skills by Jackson and Ward (2004), but which deserve to be treated as related skills in that the successful application of subject skills in the context of employment will be founded on proficiencies in areas such as communication, planning and the interpersonal. Personal Development Planning (PDP) is being introduced and implemented across HE with the avowed intent of developing and capturing these skills by helping individuals to "...practise [their] self management skills [whilst being] an active process..." (QAA, 2005). This sectoral definition of PDP does not place it solely in the careers arena; rather it incorporates personal and educational development.

What do employers want from PDP?

Job applications "... [which] are not simply focused on the academic subject the candidate has studied. They demand consideration of career aspirations and knowledge of the employer's business. They also allow (and demand) reflection and description of both academic and non-academic activities. Overall, the results give a clear pointer to where candidates should generally focus their initial PDP and reflections as a basis for filling out application forms (Edwards, HEA, 2005)

Embedding Employability & PDP

Who and what has most influence on the students experience of HE? Experience shows it is their lecturers and their curriculum; you and what you enable them to learn.

This resource takes the list of Employability Skills that are the foundations of the Windmills Programme created by Peter Hawkins. We have given each skill a definition and some helpful descriptors (most taken from Harvey et al 1997), and then considered where in the curriculum that skill might be integrated, how it might be assessed and what resources we know of, or have available, to help the skill to be delivered in the HE classroom.

What we want this resource to do is help spread good practice in the embedding of employability and PDP within courses. It aims to provide you with ideas on approaches you can use within your course and resources that are available either from us or elsewhere.

Working through this resource is likely to be a very reassuring exercise! For most staff it confirms that your existing practice is valid. You are already doing it!

However, I also hope that you might find some new ideas of how to help students develop skills within the existing curriculum and will use the resource to help question whether you are fully preparing students for today's labour market.

What the resource also does is to highlight the fact that support may be available to you in this area from us, either in terms of physical resources, as a source of ideas or to provide inputs to courses.

Part of the Centre for Enhancement of Learning & teaching (CELT) on City North Campus, the Educational Staff Development Unit (ESDU) is the new home for the University Learning & Teaching Fellow for Employability (Ruth Lawton) and for the Tutor for PDP and Employability (Jo Powell). Our remit is to work with staff – individually and in groups – to enhance your students' access to employability and PDP.

The Careers Service led by June Dumbill also has resources and a remit to support employability activities across the university. To find out how to contact us all see SECTION 8.

How to use this resource

Normally, this resource is introduced to people as part of a training day, but if you are approaching it unsupported, or need a reminder, you could start in SECTION 6 Audit your course / module.

1. Firstly, map the skills ie tick the boxes, using the blank audit template you will find on the following pages. You are identifying what you are already doing in the curriculum.
2. Mapping, although quick, is often not thorough enough. It is easy to think that a skill is implicit in a task but if you were to ask one of your students would they know they were gaining that skill? So auditing for skills asks you to be explicit – exactly where and how are you helping students develop which skills? Complete the “How are we encouraging and assessing the development of these skills” column.
3. Decide which skill(s) you think are most important for your students and prioritise them.
4. Look at your audit. Are you doing enough with that / those skills? Is what you are doing explicit to the students? Can you do more?
5. Turn to SECTIONS 2 – 5 to see our suggestions for where / how a skill could be integrated and assessed, and some suggestions for resources you could use. Does this springboard you into other ideas eg “that wouldn’t work for us, but I could try...” Put your ideas and plans into the “What aspects can we develop further” column.

How can we help you?

Many of the resources listed are available free from Educational Staff Development Unit or the Careers Service – this could include: handouts and other resources you can download off our website or from PDP in Moodle or collect from a Careers Information Base; or videos you can borrow to use with your students, or perhaps you would like some help designing and delivering some of the ideas this file inspires in you. Do you want to know what jobs your graduates went into 6 months after they finished your course? Use the Contacts SECTION 8 at the back of this file to get in touch.

Where to get more information

Section 8 - Resources and Contacts has a comprehensive bibliography, webliography and listing of relevant Moodle sites and much more

References

Gough, D. A., Kiwan, D., Sutcliffe, S., Simpson, D. and Houghton, N. (2003) *A systematic map and synthesis review of the effectiveness of personal development planning for improving student learning* London EPPI-Centre, Social Science Research Unit
http://eppi.ioe.ac.uk/EPPIWebContent/reel/review_groups/EPPI/LTSN/LTSN_June03.pdfA

Harvey, L. et al (1997) *Graduates Work: Organisational Change and Students' Attributes*. Birmingham: Centre for Research into Quality.

Hawkins, P. (2005) *The Art of Building Windmills: Career Tactics for the 21st Century* Liverpool: GIEU

Jackson, N. & Ward, R. (2004) 'A Fresh Perspective On Progress Files - A Way of Representing Complex Learning and Achievement in Higher Education' *Assessment & Evaluation in Higher Education Vol, 29, No 4, August 2004 (423-449)*

QAA. *Getting the job you deserve, progress files for students* [sic]
<http://www.qaa.ac.uk/students/guides/understandprogfiles.asp>

What Next?

"Embedding Employability & PDP" is intended to be a living resource. There are forms in the appendices to enable you to submit your feedback and ideas

This resource was devised, designed, written and / or supported by a variety of Birmingham City University and other HEI staff. For the 2007 revision and redesign I owe particular thanks to June Dumbill, Careers Advisers Team Leader and Karen McGrath, then PDP Co-ordinator

I hope you are inspired to enhance your students' employability and PDP!

Ruth Lawton

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Educational Staff Development Unit

Birmingham City University

April 2008

Employability Skills

Taken from 'The Art of Building Windmills' – Peter Hawkins 1999; Graduates Work – Lee Harvey et al CRQ 1997

PEOPLE SKILLS	REFLECTION & SELF-RELIANCE SKILLS
Team working	Self-awareness
Leadership	Self-promotion skills
Interpersonal skills	Initiative
Customer orientation	Networking skills
Oral and written communication	Willingness to learn
Cultural Awareness	Action planning and self regulatory skills
GENERALIST SKILLS	SPECIALIST SKILLS
Problem-solving	Company-specific skills
IT/computer literacy	
Flexibility and adaptability	Technical skills / knowledge
Numeracy skills	Understanding the commercial goals of the company
Business acumen	
Commitment	

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES - PEOPLE SKILLS

Team Working: The ability to work effectively in teams, often more than one team at once, and to be able to re-adjust roles from one project situation to another in an ever-shifting work situation. Supportive, facilitator, organised, co-ordinator, deliverer, imaginative, delegator, open-minded

Resource numbers used: 3, 7, 8,11,13,16,28,30,

Course Integration	Assessment
<ul style="list-style-type: none"> • Setting of group projects and tasks, analysis of team dynamics and roles taken in team exercises. For example, examination of nature of team roles through Belbin and other models. • PDP / Career Development module incorporating team working within study of other learning styles. • Placement / work experience preparation and debriefing – examination of teams in the work place. Appreciation of their differing roles and contributions. 	<ul style="list-style-type: none"> • Assessment of group work to include analysis of how the group worked together eg management of conflict. • Presentation by group on how they worked together. • Peer review of roles in the team. • Self assessment of own contribution and strengths in the different team roles and action plan for future improvements. • Tutor feedback on team observed. • Reflective diary to include account of team working practice. For example, self assessment of own contribution and strengths in the different team roles and action plan for future improvements. • Presentation by individual / group on team roles / skills on placement.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES - PEOPLE SKILLS

Leadership: The ability to take control of a situation and to lead by empowering others to follow. Having the vision and innovation to move forward. Dynamic, motivator, team-builder, confidence booster, energetic, capable, outward-looking, accountable, visionary.

Resource numbers used: 3,7,8,11,13,22,28,30,34,37.

Course Integration	Assessment
<ul style="list-style-type: none"> • Chairing course / group / simulated business meetings. • Student Representative Responsibilities. • Facilitating the concerns of course members to academic staff. • Hosting visiting employers / speakers. • Leading a group seminar on a course project. • Group project/ assignment. • PDP / Career Development module – to include self assessment against the employability skills. 	<ul style="list-style-type: none"> • Assessment could include not only content but also: appropriateness of agenda, observation of correct protocol for the meeting and behaviour of chair, conflict resolution, goal setting, effective recording. • Evaluation by peer assessment • Evaluation from all concerned. • Evaluation from all concerned. • Assessment to include not only content but also: management of time and behaviour of team members, effective planning (aims/objectives), allocation of tasks and deadlines, progress checks. • Peer and tutor review. • Peer review of leadership skills displayed in meetings. • Self assessment against employer / occupational criteria as part of Career Development Module assignment.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES - PEOPLE SKILLS

Interpersonal Skills: The ability to relate to, and feel comfortable with, people at all levels and to be able to make and maintain relationships as circumstances change. Listener, adviser, counsellor, politically aware, initiator, professional, co-operative, constructive, assertive.

Resource numbers used: 3,5,7,8,11,13,28,30,34.

Course Integration	Assessment
<ul style="list-style-type: none"> • PDP / Career Development Module. This could include: interviews with postholders and personal portfolio to include reflection on “all levels”, relationships – most often these will be from a work experience environment rather than an academic one. • Incorporation of team or group working as part of teaching and learning styles, groups not to be static but fluid to encourage development and recognition of relationship building process • Encouraging students to apply for roles such as Student Representative, as a vehicle for learning / developing interpersonal skills • Encouraging students to take part in: open day “tours”; mentoring or tutoring schemes, liaison with professional bodies / employers to organise guest speakers / careers fairs – all of which offer opportunities to develop relationships with people. Includes networking skills ie making contacts and gathering information. 	<ul style="list-style-type: none"> • Depth of reflection in portfolio/diary/log. • Self assessment against employer / occupational criteria. • Self and peer assessment of skills exhibited in group exercises. • Self and peer assessment of contribution to group exercises. • Skills assessment, completion of application, feedback on interview performance. • Employer / postholder assessment.

- How students approach potential sources of research information eg questionnaire and letter design.
- Recognition of importance of work experience in skills development. For example using work experience examples when trying to get students to relate to new concepts.

- Assessment of quality of research / investigation methods.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES - PEOPLE SKILLS

Customer orientation: the ability to establish a confident and flexible relationship with people important to the employer / company. Welcoming, friendly, caring, approachable, constructive, accommodating, tactful, diplomatic, tolerant.

Resource numbers used: 3,7,8,11,13,28,34.

Course Integration	Assessment
<ul style="list-style-type: none"> • Volunteers for Open Days. • Student Representative opportunities. • Arranging careers fairs, employer presentations, contacting external sources for research purposes. • “Live” consultation project with employers. • PDP / Career Development module and assignment – analysis of career choice – researched by interviewing a postholder. 	<ul style="list-style-type: none"> • “Public” feedback eg open day tour guide • Peer and tutor assessment • Employer assessment • Employer assessment of students understanding of values of the company / organisation • Postholder / employer assessment of skills following interview

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES - PEOPLE SKILLS

Oral/Written Communication: The ability to communicate, formally and informally, verbal and in written form, with a wide range of people both internal and external to the organisation. Educator, trainer, communicator, presenter, promoter, influencer, humorous, empathetic, telephone skills.

Resource numbers used: 3,7,8,11,13,17,22,28,34,35,37.

Course Integration	Assessment
<ul style="list-style-type: none"> • On course presentations on any topic. • Placement log book / report. • Practical aspects of the course which call for the use of communication skills. • All essays and assignments set during the course of study. • PDP / Career Development module based on potential employment, training or further study options following current course. 	<ul style="list-style-type: none"> • Assessment to include: clarity of communication, usefulness of handouts, appropriateness of information/ visual aids, structure, judgement. • Tutor assessment of clarity of communication within log • Self assessment of communication skills against criteria. • Assessment could include: appropriateness for the profession, depth and clarity of questioning, quality of answers initiated, evidence of wider research. • Tutor / peer / recipient assessed. • Assessed for clarity, structure and relevance. • Assessment to include quality of information gathered from interviewing postholders / networking, presentation of information, relevance etc. • Self assessment against employers / occupational criteria.

<ul style="list-style-type: none">• CV/Application Form completion (awareness of applying using electron formats).• Mock interview to prepare students for work.• Tutorials or participative learning	<ul style="list-style-type: none">• Criteria assessed; eg appropriateness, clarity, presentation, structure etc.• Self, peer, tutor and employer assessment of skills demonstrated in mock interview• Self-assessed against initial line of questioning or expected outcome• Tutor assesses strength of case.
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SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES - PEOPLE SKILLS

Cultural Awareness: The ability to speak, write, understand more than one language; valuing languages; awareness of other cultures and how they impact upon career decisions and / or work environment. Specific language skills, cultural awareness, international experience, written and oral expertise, sensitivity

Resource numbers used: 3,15,22,28,32.

Course Integration	Assessment
<ul style="list-style-type: none"> • Encouraging integration / inclusive • Dissemination of “international” info (course specific) including up to date business/cultural news, and reflection upon the impact of the wider world upon the subject • International placements – ERASMUS etc • Affiliation / links with similar courses internationally. • PDP / Career Development module. 	<p>Very course specific dependent upon opportunities presented by the subject / course / faculty etc.</p> <ul style="list-style-type: none"> • Written assignment & presentation assessment to include understanding of, and analysis of impact of, different cultures. • Assignment / presentation to be given in second language, where relevant. • Self assessment of skills against employers / occupational criteria as part of Career Development assignment.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES

REFLECTION and SELF-RELIANCE SKILLS

Self awareness / confidence: self confidence, self awareness, self belief, self sufficiency, self direction and self promotion. Purposeful, focused, reflective, perceptive, honest, self-belief, objective, realistic, balanced.

Resource numbers used: 3, 5,7,8,10,11,13,28,30.

Course Integration	Assessment
<ul style="list-style-type: none">• PDP / Career Development Module – assesses extent of students self awareness when asked to analyse strengths and weaknesses. Includes promoting self to an employer in terms of the requirements for the job.• On course feedback where student receives feedback on their performance eg preparation for and reflection on work experience.• Tutorials• Reflective assignments• End of module reviews• Action plans	<ul style="list-style-type: none">• Tutor assessment of students self awareness against employer / occupational criteria.• Self assessment against employer / occupational criteria.• Application form / CV / mock interview as assessment of self promotion skills. • Tutor feedback on performance.• Self assessment on performance.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – REFLECTION & SELF RELIANCE SKILLS

Self Promotion Skills – ability to advertise your own agenda and publicise personal strengths by selling real benefits to someone else. Positive, persuasive, pleasant, proactive, persistent, ambitious, opportunistic, promoter.

Resource numbers used: 3,7,8,10,11,13,22,28,33,35,36,37.

Course Integration	Assessment
<ul style="list-style-type: none"> • PDP / Career Development module or placement preparation / work experience / project planning to include analysis of what is required in the workplace and how the student meets them. Also CV and Application Form presentation. Includes mock interview for placement preparation / part of Career Development module. • Attendance at Conferences and Trade Fairs to increase professional knowledge and commercial awareness. <p>Portfolio of professional development within the course of study <i>(This could include CVs, Websites, video documentaries, proposals, designs, sculpture, case notes, data analysis, focus group evidence, exhibitions, sound recordings, prototypes, business plans, musical compositions, accounts, sales and marketing strategies, lesson plans, computer programs, diagnosis summaries, judgements, story-boards, clothing, furniture, distribution plan, training and development policies, research proposals).</i></p>	<ul style="list-style-type: none"> • Tutor assessment of appropriateness of targeting. • Self assessment against employers / occupational criteria. • Tutor assessment of CV / application form. • Mock interview assessed by peer / employer. • Assessment of work requiring research / networking to include method, quality and quantity of contacts made. • Network contact / employer evaluation eg through reports and employer feedback. • Relevance to target career. • Presentation of folder and self. • Appropriateness and relevance of methods used to promote / market.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – REFLECTION & SELF RELIANCE SKILLS

Initiative, proactivity, self motivation: being a self starter, resilient, tenacious and determined. Resourceful, energetic, motivated, adaptable, self reliant, shows initiative, self-disciplined, self-directed.

Resource numbers used: 3, 7,8,11,13,28,36.

Course Integration	Assessment
<ul style="list-style-type: none"> • Problem based learning scenarios. • Opportunities for Student Representative / course or Faculty responsibility (eg student tutoring / mentoring scheme). • Depth of research in any / all aspects of course; but could also include as part of PDP / Career Development module. • Placement / fieldwork. • Dissertation / final year project. 	<ul style="list-style-type: none"> • Peer and tutor assessment on participation in discussion or tutor assessment of written report. • Peer / tutor feedback on skills exhibited as course representative • Depth / extent of information and understanding gained, e.g. as part of Career Development module more than one source cited, proactive research undertaken; more than one employer or occupational interview conducted or relevant experience gained as result of interview. • Self assessment eg against employer / occupational criteria. • Appropriate approach to finding experience / placement. Feedback from placement supervisor; evidence that student overcame any hurdles. • Tutor feedback and assessment, e.g. evidence of independence of study – not reliant upon continuous tutor support, evidence of appropriate time management and problem solving

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – REFLECTION & SELF RELIANCE SKILLS

Networking Skills - For successful personal development, it's vital to build contacts throughout your working life. The process of finding people who are ready, willing and able to help you is the basis of this skill. Initiator, trustworthy, personable, relationship-builder, persistent developer, resourceful, respected.

Resource numbers used: 3, 5,10,11,13,28,30,36.

Course Integration	Assessment
<ul style="list-style-type: none"> • Incorporation of “direct / indirect contact” in learning on research skills; encouragement to use this as part of all research. • Session on information interviewing, e.g. as part of a PDP / Career Development Module – so that students have chance to both practice and reflect. Could include mock cold calling. Could include employer involvement and have students contacting “live” employers • Provide opportunities for students to network with students of other years. For example: student tutoring schemes; interviewing final year students who have been on placement. • Interviewing as part of teaching delivery. Students learning by asking questions. • Encouragement for students to network; deepen and broaden their research using a news quiz to raise current subject issues. 	<ul style="list-style-type: none"> • All course work is assessed for range of contacts made as part of research. • Peer assessment of interview (face to face or telephone) skills. • Employer assessment of cold calling / networking skills. • Assignment / project brief for module to include: interviewing postholders, depth / breadth of research information included in assignment eg occupational, industrial and employer related research. • Peer and self assessment of how the networking process was handled. • Assessment on how they structure questions; what they failed to ask.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – REFLECTION & SELF RELIANCE SKILLS

Willing to learn: the ability to learn and continue learning throughout life. Motivated, adaptable, enthusiastic, active, keen learner, inquisitive, continual improver.

Resource numbers used: 3,7,8,11,13,28,30.

Course Integration	Assessment
<ul style="list-style-type: none"> • Any research content on the course. The extent to which the student does the minimum or exhibits real interest. • PDP / Career Development Project to include research into occupations / industry awareness. Could also include assessment of self against Employability Skills and against criteria revealed by research. 	<ul style="list-style-type: none"> • Assessment of depth and extent of research. For example, number and variety of sources cited. • Evidence of reading/learning discussed in portfolio/diary/log. • Assessment as part of assignment to understanding of the importance of the need to re-skill and study for professional qualifications etc. • Self assessment of employability skills to match with employer / occupational criteria.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – REFLECTION & SELF RELIANCE SKILLS

Action Planning/target setting and Self Regulatory Skills: self discipline, time-keeping, the ability to deal with stress, to plan and prioritise your workload and to “juggle” several tasks at once. Decision-maker, planner, organised, negotiator, responsive, evaluator, forward thinker, target driven, ability to prioritise, self-discipline, time-keeping.

Resources numbers used: 3, 5,7,8,11,13,14,28,30.

Course Integration	Assessment
<ul style="list-style-type: none"> • Dissertation work, Final Year Project or similar major piece of work (proposal, managing the work, tutorials, evaluating progress). • PDP / Study Skills for First Years to help acclimatisation to the student lifestyle and course protocols, as well as managing study and work. Could include exercises to teach and measure: time management, ability, prioritising exercises, action planning, target setting. • Exploring the possibilities of using the student’s existing part-time work in contributing to work-based accreditation. • Work placement log. 	<ul style="list-style-type: none"> • Assessment to include evidence of time and resource management; planning, prioritising and problem solving (therefore stress management). • Self, peer and tutor evaluation of demonstrated self regulatory skills via learning diary / logs/action plans. • Academic credit for work experience as part of course (<i>BSc Health Studies use this facility</i>). • NVQ Assessment potential. • Professional Accreditation of Prior Experience and Learning. • Company in-house training certificates to add to Professional Development Folder or Progress File. • Self and employer feedback/ tutor.

<ul style="list-style-type: none">• Organising a visit to a local employer to foster commercial awareness.• Career Development module to include career choice and plan of action for achieving it.	<ul style="list-style-type: none">• Planning and organisational skills assessed by the employer after the visit by way of a feedback form.• Career Development assignment to include demonstrable awareness of steps needed to achieve career choice.• Self assessment against employer / occupational criteria.
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SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES - GENERALIST SKILLS

Problem-solving / intellectual skills: the ability to analyse, critique and synthesise information in order to solve problems. Achiever, successful, results-orientated, project management, creative, practical, logical, astute, agile mind.

Resource numbers used: 3,7,8,11,13,14,21,28,30,37.

Course Integration	Assessment
<ul style="list-style-type: none"> • Case studies – opportunities to analyse and critique “relevant” issues. Make explicit in the course development of the skill. • Research methodology - all use of research methods as part of the course – again explicit use of the intellectual skills. • PDP / Career Development module. Includes typical assessment centre group discussion / leaderless exercises with opportunities to show problem solving / judgment skills. Also includes research into / matching against career choice. • Development of Project Management Skills as part of study skills. Project management – particularly final year project / thesis. Dealing with difficulties as they arise in assignments. 	<ul style="list-style-type: none"> • Normal assignment assessment. • As above. • Tutor assessment from observation of exercises. • Self and peer assessment of performance in exercises. • Self assessment against employer / occupational criteria. • Personal portfolio/journal/log/diary • Final Year Thesis / Dissertation / Project – to include self reflection on methodology and progress of the project therefore self assessment of ability to solve problems as project progressed: assessment of project management skills by project tutor.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – GENERALIST SKILLS

IT / computer literacy: The ability to accept, learn and adapt to new technology and make the most of the opportunities it presents. IT skills, software packages, common sense, task-orientated, progressive, specific, office skills, keyboard skills, electronic communication eg internet, email, fax.

Resource numbers used: 28.

Course Integration	Assessment
<ul style="list-style-type: none"> • IT as a module on non – IT courses. All students to be trained in use of: word processing, spreadsheets, presentation packages and internet • Web based applications / CVs • Handouts / lecture notes / admin notices on internet /intranet so that all students must use computers on a regular basis and are encouraged to use email. • PDP / Career Development module includes submission of word processed CV and covering letter. 	<ul style="list-style-type: none"> • Assessment of understanding of different “universal” software packages eg Microsoft Office, use of internet and email. • Success of application / call for interview. • Assessment of the presentation of all work in terms of use of IT eg quality of word processing; presentations, use of PowerPoint, tables etc • Assessment of CV to include evidence of creativity with IT / design. • Self assessment of IT skills against employer / occupational or industry criteria for that skill.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – GENERALIST SKILLS

Flexibility and Adaptability: The ability to respond to change, to pre-empt change and ultimately to lead change. Understanding of work based culture. Multi-disciplinary, flexible, versatile, multi-skilled, willing, obliging, mobile, adaptable.

Resource numbers used: 3,7,8,11,13,14,28,36.

Course Integration	Assessment
<ul style="list-style-type: none"> • Organisation of an employer visit or careers fair, arranges own work experience or takes on “live” project with employer etc. • Year One, coping with transition from home to University or adaptation to placement in Year Two. • Project management / dissertation problem solving. • Group projects / assignments. • PDP / Career Development module to include research into career choice. 	<ul style="list-style-type: none"> • Willingness displayed and enthusiasm for the project – peer and tutor assessment. • Self and employer assessment following event. • Self assessment in a reflective diary and employer feedback. • Buddy / Mentor assessment. • Self, tutor assessment as part of learning log / diary / reflective aspect of assignment. • Assessment can include attitude towards problems and willingness to help and so on. • Peer / self feedback on performance in exercises / assignments • Self assessment against employers / occupational criteria • Personal portfolio/journal/log/diary

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – GENERALIST SKILLS

Numeracy skills: The ability to handle numbers includes basic maths skills and an understanding of percentages; gathering statistical data in various formats and being able to analyse, interpret and present them in a clear and accurate way: accurate, logical, problem-solver, detailed, methodical, consistent, quick thinker, analytical, thorough.

Resource numbers used: 3,7,8,14,21,26,28.

Course Integration	Assessment
<ul style="list-style-type: none"> • A section of a study skills module could encourage students to look at budgeting as a means of understanding skills required to manage their learning. Includes completion of Student Budgeting template. • Measurement / costings exercises or case studies. • Data analysis, interpretation and extrapolation eg using case studies. • Statistics. • Module on PDP / Career Development could include: analysis of destination stats for course, business or work game. 	<p style="color: red;"><i>Totally dependent on course content as opportunities to develop or assess this skill on many humanities courses are very few</i></p> <ul style="list-style-type: none"> • Feedback on Student Budgeting template. • Tutor Assessment. • Tutor Assessment. • Self assessment of their numeracy skills required for chosen career route. • Personal portfolio/journal/log/diary

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – GENERALIST SKILLS

Business Acumen: Use, observe and develop skills appropriate for a commercial environment. Being innovative and professional with effective marketing and communication skills. Competitive, entrepreneurial, enterprising, commercial, budgeter, risk taker, effective written communication eg reports, business letters, effective documentation.

Resource numbers used: 3,7,8,11,14,22,28.

Course Integration	Assessment
<ul style="list-style-type: none"> • Opportunities taken within any appropriate module to provide an overview of business / workplace culture. For example, “Professional / business” or Mentors making a contribution to the course through guest lecturers or assessing group work. • Use of groupwork within modules / assignments. Changing formation of groups in assignments to help develop flexibility / project management skills • Preparation for, and debriefing of, placement/work experience. Could be part of PDP / Career Development module to include: research into industry / employers / occupations; evidence of self awareness including how self matches employer / occupational research. • Industry-based or current affairs projects / case studies • Where relevant simulations of industry-related problems. • Encouragement to use Work Experience in case studies / problem solving / assignments. 	<ul style="list-style-type: none"> • Attendance sheets / reflective diary or log demonstrating an awareness of the current “business / industry climate” • Employer / professional mentor assessing contributions to group work/discussion. • Group / self assessment on the impact / effect on their work of changes in group membership. • Marketing of self on a CV or application form in appropriate. format / style for relevant business. • Self assessment against employer / occupational criteria. • Assignment to be written in Business Report format. Personal portfolio / journal / log / diary

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES – GENERALIST SKILLS

Commitment: Showing an interest and dedication to a topic, subject, value or activity etc. Dedicated, trustworthy, conscientious, reliable, loyal, punctual, knowledgeable, experienced.

Resource numbers used: 3,11,13,28.

Course Integration	Assessment
<ul style="list-style-type: none"> • PDP / Career Development module to include research into industry / occupation including: interviewing postholders, evaluating self in relation to findings and offering evidence of self awareness. • Project / assignment management: a learning log or reflective diary of the process of the project. 	<ul style="list-style-type: none"> • Self assessment against employers / occupational criteria. • Peer assessment after group work / assignment. • Employer / postholder assessment of interest or research into industry / occupation. • Personal portfolio/journal/log/diary • Learning log or reflective diary of the process of the project eg attitude to problems, evidence of planning and preparation and depth of research • Project supervisor assessment of evidence of commitment

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES - SPECIALIST SKILLS

Technical Skills / Knowledge: An understanding of basic principles rather than large stocks of specialist knowledge. Professional, sector- based or functional skills eg. Journalism, research, aerospace engineering, tax accounting, counselling, creative design, economist, personnel, sales, marketing.

Resource numbers used: 3,22,28.

Course Integration	Assessment
<ul style="list-style-type: none"> • Undertake a live project with an employer as part of a PDP / professional skills development module. Alternatively, work experience placements to foster credible commercial and professional awareness (teaching practice, community / nursing placements, legal vacation placements or Free Representation Unit involvement, voluntary work, industrial placements). • Analysis of a range of occupational and industrial websites to compare and contrast. This would enable students to develop wider understanding of the sector(s) they seek to enter and increase awareness of new developments which may impact directly on the skills and knowledge required. Helps students to make connections between study and work. • Input by relevant professional association on current issues, skill shortages, personal and career development themes. • Using a vocationally topical issue to debate issues or problems. Accounting for media bias, political spin, moral & legal stance, public reaction/demonstration. Critique of television, radio, newspaper and journal accounts of the same issue. Debate pro and counter arguments – decision by vote. 	<ul style="list-style-type: none"> • Employer assessment on completion of project / placement. • Reflective diary to assess performance, also knowledge and skills developed. • Evidence of internet research in assignments / participation in news quizzes etc. • Write a student-eye view article for association newsletter (assessed by the editor!) • Conclusion of debate to include peer vote and peer / self / tutor assessment of participants performance

- Group projects and assignments which promote understanding of professional procedures, legislation and real world examples.
- Students mentored by a local trainee as a means of building a network of contacts, relevant technical and professional knowledge, advice on job hunting, applications and interviews. Acting as a role model to inspire motivation.

- Assessment to include depth of knowledge and understanding.
- CV, conduct and application of knowledge assessed by mentor.
- Self-assessed reflective diary of experiences networking.

SKILL BY SKILL: INTEGRATION, ASSESSMENT & RESOURCES - SPECIALIST SKILLS

Understanding the commercial goals of the company: an understanding of the values of the company or organisation and the need to balance needs of shareholders / owners with the needs of the market or individual. Specialist understanding of an organisations goals, priorities and future direction (combination of self-reliance, business acumen and people skills).

Resource numbers used: 3, 11,13,22,28.

Course Integration	Assessment
<ul style="list-style-type: none"> • PDP / Career Development module to include research into labour market, values and culture of business • Placement / work experience / Mentoring Scheme / “live” employer project. Analysis to include understanding of values, ethics, culture etc as appropriate. 	<ul style="list-style-type: none"> • Personal portfolio / journal / log/ diary • Tutor assessment of depth and extent of research and understanding of commercial goals / values. • Assessment of self against employer / occupational criteria • Employer / colleague feedback on the students understanding of the needs of the company and the extent to which the student has researched these areas.

Auditing your course or module

How to use this resource

Normally, this resource is introduced to people as part of a workshop, but if you are approaching it unsupported, or need a reminder, this is where we would encourage you to start.

1. Start by mapping the skills ie tick the boxes, using the blank audit template you will find on the following pages. You are identifying what you are already doing in the curriculum
2. Mapping, although quick, is often not thorough enough. It is easy to think that a skill is implicit in a task but if you were to ask one of your students would they know they were gaining that skill? So auditing for skills asks you to be explicit – exactly where and how are you helping students develop which skills? Complete the “How are we encouraging and assessing the development of these skills” column.
3. Decide which skill(s) you think are most important for your students and prioritise them
4. Look at your audit. Are you doing enough with that / those skills? Is what you are doing explicit to the students? Can you do more?
5. Turn to SECTIONS 2 – 5 to see our suggestions for where / how a skill could be integrated and assessed, and some suggestions for resources you could use. Does this springboard you into other ideas eg “that wouldn’t work for us, but I could try...”

TIPS 1 – this could be an exercise you do as a course team. It is easy to miss the obvious when you are working alone

TIPS 2 – why not invite your faculty Careers Adviser to help or ask Ruth and Jo from CELT? It can be useful to have someone objective to work with you who doesn’t “miss” the obvious

Audit of Employability Features

PEOPLE SKILLS	Quick Check ✓	<i>How are we encouraging and assessing the development of these skills?</i>	<i>What aspects can we develop further in our course / module?</i>
Team working: <i>the ability to work effectively in teams, often more than one team at once; and to be able to re-adjust roles from one project situation to another in an ever-shifting work situation.</i>			
Leadership: <i>the ability to take control of a situation and to lead by empowering others to follow. Having the vision and innovation to move forward.</i>			
Interpersonal skills: <i>the ability to relate to, and feel comfortable with, people at all levels and to be able to make and maintain relationships as circumstances change.</i>			
Customer orientation: <i>the ability to establish a confident and flexible relationship with people important to the employer / company</i>			
Oral / written communication: <i>the ability to communicate, formally and informally, verbally and in the written form, with a wide range of people both internal and external to the organisation.</i>			
Cultural Awareness: <i>the ability to speak, write, understand more than one language; valuing languages; awareness of other cultures and how they impact upon career decisions and / or work environment:</i>			

REFLECTION & SELF-RELIANCE SKILLS	<i>Quick Check ✓</i>	<i>How are we encouraging and assessing the development of these skills?</i>	<i>What aspects can we develop further in our course?</i>
Self-awareness / confidence: <i>self confidence, self awareness, self belief, self sufficiency, self direction and self promotion.</i>			
Self-promotion skills: <i>The ability to advertise your own agenda and publicise personal strengths by selling real benefits to someone else</i>			
Initiative, proactivity, self motivation: <i>being a self starter, resilient, tenacious and determined.</i>			
Networking skills: <i>For successful personal development, it's vital to build contacts throughout your working life. The process of finding people who are ready, willing and able to help you is the basis of this skill</i>			
Willing to learn: <i>the ability to learn and continue learning throughout life</i>			
Action planning and self regulatory skills: <i>self discipline, time-keeping, the ability to deal with stress, to plan and prioritise your workload and to "juggle" several tasks at once.</i>			

GENERALIST SKILLS	<i>Quick Check ✓</i>	<i>How are we encouraging and assessing the development of these skills?</i>	<i>What aspects can we develop further in our course?</i>
Problem-solving / intellectual skills: <i>the ability to analyse, critique and synthesise information in order to solve problems.</i>			
IT/computer literacy: <i>The ability to accept, learn and adapt to new technology and make the most of the opportunities it presents.</i>			
Flexibility and adaptability: <i>the ability to respond to change, to pre-empt change and ultimately to lead change. Understanding of work based culture.</i>			
Numeracy skills: <i>The ability to handle numbers includes basic maths skills of addition, subtraction, multiplication, division, an understanding of percentages, gathering statistical data in various formats and being able to analyse, interpret and present them in a clear and accurate way.</i>			
Business acumen: <i>Use, observe and develop skills appropriate for a commercial environment. Being an innovator, and a professional with effective marketing and communication skills.</i>			
Commitment: <i>Showing an interest and dedication to a topic, subject, value or activity etc</i>			

SPECIALIST SKILLS	<i>Quick Check ✓</i>	<i>How are we encouraging and assessing the development of these skills?</i>	<i>What aspects can we develop further in our course?</i>
Company-specific skills: <i>Meeting the skill requirements of the company either on recruitment or on- the- job, being prepared to adapt and learn new skills to meet future “commercial” needs:</i>			
Technical skills / knowledge: <i>an understanding of basic principles rather than large stocks of specialist knowledge.</i>			
Understanding commercial goals of the company: <i>an understanding of the values of the company or organization; and the need to balance needs of shareholders / owners with the needs of the market or individual.</i>			
Additional Benchmark Skills *			

* Refer to HE Academy – Student Employability Profiles

Employability Skills

Lecturer Notes & Session Plan

Session Aims

- *This session aims to raise students' awareness of the skills they have and those they need to manage their own career and personal development.*
- *It encourages them to recognise the skills they are gaining from their academic study and the value of work experience and social/leisure activities.*
- *It highlights the relevance of their studies and their experiences to their future career*
- *It seeks to motivate them to set goals and take action that will enhance their employability.*

Learning Outcomes:

By the end of this session you will:

- Be able to define “employability”
- Have an understanding of the skills employers / opportunities look for and the skills you already have / need
- Have considered how to enhance your employability

Mode:

Whole group, small group / pairs and individual work

Time:

45 mins

Materials:

ppt - Learning Outcomes & Definitions of Employability (available from Careers)

ppt – Contact details – Birmingham City University Careers Service

Flip chart / pens **or** white board / pens

Handout 1 - Employability Skills

Handout 2 - Action Plan

Handout 3 - Making Yourself Employable

All handouts are available from Birmingham City University Careers

<p>1. Introduction 3 mins</p> <p><i>Lecturer notes</i></p>	<p>Brief input to outline what the session will be covering</p> <ol style="list-style-type: none"> 1. What is employability 2. Why is it important 3. What can they do to improve their own employability <p><i>This is just scene setting, it is not necessary to go into too much detail</i></p>
<p>2. Exercise 1 15 mins</p> <p><i>Lecturer notes</i></p>	<ol style="list-style-type: none"> 1. Ask the students to split into pairs / small groups and come up with a definition of employability. 5 mins 2. Go round group and jot down some of their definitions, to avoid having to do them all you could ask “can anyone improve on that?” 5 mins 3. Put up ppt definitions, read out / allow time to read and digest. How do these two definitions compare with theirs? Do they agree with it? What about being unemployed - or choosing not to work – does that fit in with these definitions? 3 mins 4. What has employability to do with you? Make a note on flip chart / White Board which you can refer to later.,2 mins <p><i>Issues that have come up include</i></p> <ul style="list-style-type: none"> • <i>Disputes about whether “job satisfaction” is a part of employability – this can lead to a discussion about values ie money or enjoyment being important etc.</i> • <i>“What has employability got to do with you”? The focus of this discussion may vary depending on the year group. For first years it would be relevant to relate it to opportunities that they can access to develop their employability skills. Opportunity to encourage students to get / add to work experience. For second and final years it could relate to career choice / graduate job search.</i> • <i>An alternative start is the “Employability card sort” exercise which is very useful for bringing out issues surrounding employability – eg who is responsible for it – the student / the tutor / the careers service etc</i>
<p>3. Exercise 2 15 mins</p> <p>Handout 1</p> <p><i>Lecturer notes</i></p>	<ol style="list-style-type: none"> 1. Handout “Employability Skills” 2. Give each student one skill to work on. They are to come up with as many examples as they can for that one skill. 5 mins 3. Gather examples, encouraging people to add to their handout 10 mins <ul style="list-style-type: none"> • <i>In a very large group you could give sections / rows/ one skill, or could ask everyone to work on one. The aim is to have more than one person working on a skill so that when you pool evidence students recognition of skills is broadened by hearing others ideas.</i> • <i>You can discourage them doing the tick box element of the handout at this stage but see “Alternative” suggestions below for examples of when / why students might use this part of the handout</i> • <i>Choose the skills you give out carefully as you may be aware that your students are unlikely to have any evidence for some</i> • <i>Some students may have difficulty in identifying evidence. Circulate</i>

	<p><i>to pick up on any who appear to be struggling. You may be able to make suggestions from study or generalist work experience. If they continue to struggle give them a different skill to work on.</i></p> <ul style="list-style-type: none"> <i>You may be asked how far back they should go looking for examples. Remember, the employer needs to be convinced that they have the skill so, to be credible, normally 3 years would be a suggested limit.</i>
<p>4. Plenary 10 mins</p> <p>Handouts 2 & 3</p> <p><i>Lecturer notes</i></p>	<ol style="list-style-type: none"> 1. Remind students of why they felt auditing their skills were important - remind them of the definition of employability 1 min 2. Whole group discussion re how they can gain experience of skills to help them be more “employable” 3 mins 3. Handout an “Action Plan” and encourage students to set SMARTER targets to gain new evidence 5 mins 4. Handout 3 1 min 5. How to access careers advise <p><i>The aim of this is to encourage students to recognise the importance of skill awareness and development, not only whilst studying but as an integral part of their personal and career development. The Action Plan will motivate them to be proactive and take action</i></p>

Session 2 or alternative ways of approaching the exercise:

- Ask groups to complete the tick columns and then ask for evidence to substantiate their claims. As well as highlighting the importance of behaving evidence to back up claims-this can also link into importance of using evidence in applications/CVs and in Interview. .*
- Ask them to write their evidence in three sections - setting the scene, what their role was, and reflecting back on how it went. This would be most effective with 2nd and 3rd years.*
- Ask students to mark down the key skills to be an effective ‘relevant occupation’ for your students. Then use occupational information or a person/job specification to reveal how close they come to matching up. This gives them the opportunity for deeper reflection or action to fill the gaps before applications stage.*

Skills – different versions available

- There are different versions of the Employability Skills handout for you to use if you are working with students over a long enough period of time. The “ratings” version enables them to track how their evidence grows and their confidence with skills changes as they gain experience*
- There is also an “action plan” version of the employability skills handout – which is very useful if working with students over a long period of time during which they can be encouraged to identify skills for development and ways in which they might achieve that*

Employability Skills

Developed from *The Art of Building Windmills* – Peter Hawkins 1999; *Graduates Work* - CRQ 1997

“To be employed is to be at risk, to be employable is to be secure” – Peter Hawkins

Use this sheet to identify and evaluate the skills you can offer to an employer. Make a note of your best specific example of how you've demonstrated or developed each skill. You should also think about the range of ways you use your skills. For example, you may use communication skills in study, work and social life – orally: with colleagues, customers and peers; face to face and on the phone; with individuals and groups, for presentations or debate; and in writing for essays, reports, formal correspondence, or creatively. Use the definitions for helpful ways to express each skill.

PEOPLE SKILLS	STUDY ✓	WORK ✓	SOCIAL ✓	YOUR EXAMPLES OF USING THEM
Team working				
Leadership				
Interpersonal skills				
Customer orientation				
Oral / written communication				
Cultural Awareness				
REFLECTION & SELF-RELIANCE SKILLS				
Self-awareness / confidence				
Self-promotion skills				
Initiative, proactivity, self motivation				
Networking skills				
Willing to learn				
Action planning and self regulatory skills				
GENERALIST SKILLS				
Problem-solving / intellectual skills				
IT/computer literacy				
Flexibility and adaptability				
Numeracy skills				
Business acumen				
Commitment				
SPECIALIST SKILLS				
Company-specific skills				
Technical skills / knowledge				
Understanding commercial goals of the company				

Employability Skills - definitions

PART 1: PEOPLE SKILLS

Team working: *the ability to work effectively in teams, often more than one team at once; and to be able to re-adjust roles from one project situation to another in an ever-shifting work situation.* Supportive, facilitator, organised, co-ordinator, deliverer, imaginative, delegator, open-minded

Leadership: *the ability to take control of a situation and to lead by empowering others to follow. Having the vision and innovation to move forward.* Dynamic, motivator, team-builder, confidence booster, energetic, capable, outward-looking, accountable, visionary

Interpersonal skills: *the ability to relate to, and feel comfortable with, people at all levels and to be able to make and maintain relationships as circumstances change.* Listener, adviser, counsellor, politically aware, initiator, professional, co-operative, constructive, assertive.

Customer orientation: *the ability to establish a confident and flexible relationship with people important to the employer / company.* Welcoming, friendly, caring, approachable, constructive, accommodating, tactful, diplomatic, tolerant.

Oral / written communication: *the ability to communicate, formally and informally, verbally and in the written form, with a wide range of people both internal and external to the organisation.* Educator, trainer, communicator, presenter, promoter, influencer, humorous, empathetic, telephone skills

Cultural Awareness: *the ability to speak, write, understand more than one language; valuing languages; awareness of other cultures and how they impact upon career decisions and / or work environment:* specific language skills, cultural awareness, international experience, written and oral expertise, sensitivity

PART 2: REFLECTION & SELF-RELIANCE SKILLS

Self-awareness / confidence: *self confidence, self awareness, self belief, self sufficiency, self direction and self promotion.* Purposeful, focused, reflective, perceptive, honest, self-belief, objective, realistic, balanced.

Self-promotion skills: *The ability to advertise your own agenda and publicise personal strengths by selling real benefits to someone else.* Positive, persuasive, pleasant, proactive, persistent, ambitious, opportunistic, promoter.

Initiative, proactivity, self motivation: *being a self starter, resilient, tenacious and determined.* Resourceful, energetic, drive, flexible, self starter, self reliant, initiative, self-disciplined

Networking skills: *For successful personal development, it's vital to build contacts throughout your working life. The process of finding people who are ready, willing and able to help you is the basis of this skill.* Initiator, trustful, personable, relationship-builder, persistent developer, resourceful, respected

Willing to learn: *the ability to learn and continue learning throughout life.* Motivated, adaptable, enthusiastic, active, keen learner, inquisitive, continual improver.

Action planning and self regulatory skills: **self discipline, time-keeping, the ability to deal with stress, to plan and prioritise your workload and to “juggle” several tasks at once.**

Decision-maker, planner, organised, negotiator, responsive, evaluator, forward thinker, target driven, able to prioritise.

Employability Skills – definitions continued

PART 3: GENERALIST SKILLS

Problem-solving / intellectual skills: *the ability to analyse, critique and synthesise information in order to solve problems.* Achiever, successful, results-orientated, project management, creative, practical, logical, astute, agile mind.

IT/computer literacy: *The ability to accept, learn and adapt to new technology and make the most of the opportunities it presents.* IT skills, software packages, common sense, task-orientated, progressive, specific, office skills, keyboard skills, electronic communication eg internet, email, fax.

Flexibility and adaptability: *the ability to respond to change, to pre-empt change and ultimately to lead change. Understanding of work based culture.* Multi-disciplinary, flexible, versatile, multi-skilled, willing, obliging, mobile, adaptable.

Numeracy skills: *The ability to handle numbers includes basic maths skills of addition, subtraction, multiplication, division, an understanding of percentages, gathering statistical data in various formats and being able to analyse, interpret and present them in a clear and accurate way.* Accurate, logical, problem-solver, detailed, methodical, consistent, quick thinker, analytical, thorough.

Business acumen: *Use, observe and develop skills appropriate for a commercial environment. Being an innovator, and a professional with effective marketing and communication skills.* Competitive, entrepreneurial, enterprising, commercial, foresight, budgeter, risk taker, effective written communication eg reports, business letters, effective documentation.

Commitment: *Showing an interest and dedication to a topic, subject, value or activity etc.* Dedicated, trustworthy, conscientious, reliable, loyal, punctual, knowledgeable, experienced.

PART 4: SPECIALIST SKILLS

Company-specific skills: *Meeting the skill requirements of the company either on recruitment or on- the- job, being prepared to adapt and learn new skills to meet future “commercial” needs:* specialist knowledge eg product or market knowledge; specialist skills eg IT packages; unique language skills eg Chinese; specialist interpersonal skills eg public speaker.

Technical skills / knowledge: *an understanding of basic principles rather than large stocks of specialist knowledge.* Professional, sector – based or functional skills eg journalism, research, aerospace engineering, tax accounting, counseling, creative design, economist, personnel, sales, marketing.

Understanding commercial goals of company: *an understanding of the values of the company or organization; and the need to balance needs of shareholders / owners with the needs of the market or individual.* Specialist understanding of an organisations goals, priorities and future direction (combination of self-reliance, business acumen and people skills)

RESOURCES

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- 2.Bolles RN (2006) *What Colour is Your Parachute*. Berkeley CA: 10 Speed press
Reported to be the best selling job-hunting book in the world.
- 3.Cottrell S (2003) *Skills for Success: The Personal Development Planning Handbook*. Hampshire: Palgrave Macmillan
This book is aimed at HE students and is designed to support skill development through Personal Development Planning (PDP). Chapters include "Start with Yourself", "Successful Self Management", "Successful problem-solving and Task management", "People Skills" and "The Art of Reflection".
- 4.Cotterell, S. (2001) *Teaching Study Skills and Supporting Learning* Hampshire: Palgrave Macmillan
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- 5.Coley, H. (2006) *Careers Education Benchmark Statement* York: Higher Education Academy
6. **Edwards, G. (05) Connecting PDP to Employer Needs and the World of Work London: DfES.**
A discussion paper that examines the relationship between employability and higher education.
7. Drew, S & Bingham, R (2004) *The Student Skills: Guide* Hampshire: Gower Publishing Ltd
A very readable and practical book full of suggestions for recognising and improving skills. It takes the stance that study skills are also employment skills eg "Gathering and Using Information"; "Solving Problems"; "Organising Yourself and Your Time" and "Negotiating and Assertiveness". The book is in two halves with a "starter" section for those new to HE study, and a "development " section for those ready – and required - to improve as they progress. Some excellent exercises..
8. Drew, S & Bingham, R (1999) *Key WorkSkills* Hampshire: Gower Publishing Ltd
This is designed for use with undergraduates and graduates and those new to management or the professions. It is about making the most effective use of skills. It includes practical exercises, tips and checklists covering topics such as Project Work; Using and Presenting Numerical Data; Working in Teams; and Reviewing Your Effectiveness
9. Harvey, L. et al (1997) *Graduates Work: Organisational Change and Students' Attributes*. Birmingham: Centre for Research into Quality.
10. Hawkins, P. & Wakefield, H. (2007) *Jobshopping Graduates* Yorkshire
A useful booklet.

11. Hawkins, P. (2005) *The Art of Building Windmills: Career Tactics for the 21st Century* Liverpool: GIEU
The Skills Portfolio in this book forms the basis for the list of Employability Skills you have seen in this resource. This also has many excellent, practical tips, exercises and suggestions that inform all of the work we do with undergraduates and graduates.
12. Jackson, N and Ward R (2004) 'A fresh perspective on progress files – a way of presenting complex learning and achievement in higher education.' *Assessment and Evaluation in Higher Education* 29/4 (August)
An excellent article that identifies some important issues.
13. Murdock, A. & Scott, C. (2005) *Personal Effectiveness* Institute of Management
A very readable book with useful practical suggestions for developing and improving skills. Chapter headings include: the art of formal communication; communication and resolving problems; decision-making; planning, goal setting and time management; creating and fostering effective workplace relationships; action planning. Each chapter ends with learning points and an action plan for improvements.
14. Thomas, G. (2005) *Student Money Matters* Surrey: Trotman
Provides a systematic and accessible guide to effective money management at university. Down-to-earth, well balanced and realistic in tone the text draws upon regular case studies and comments of student experiences, money management successes and failures, plausible tables of examples of students' budgets, and employer inputs. Supported by facts, figures and a budgeting template this book will inspire students into action.
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- Kumar, A (2008) *Personal, Academic & Career Development in Higher Education: Soaring to Success* Abingdon: Routledge

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Introduces Belbin model. Includes analysis of team behaviour and explanation of Belbin team roles. The Careers Service has staff who can deliver this tool.
17. Centre for Recording Achievement: <http://www.recordingachievement.org/>
Includes research and examples of good practice in PDP
18. DfES Recording Achievement: <http://www.dfes.gov.uk/progressfile/>
Includes the PDP materials students may be bringing with them from post-16 education
20. Gough D.A., Kiwan D, Sutcliffe S, Simpson D, and Houghton N. [2003]
<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=309>
A systematic map and synthesis review of the effectiveness of Personal Development Planning on improving student learning.
21. Graduate Practice Graduate Aptitude Test Numerical Reasoning: www.shldirect.com
Note there are also practice aptitude tests available under licence for Birmingham City University students in PDP- Career Management – see Moodle no 31

- 22.** Graduate Prospects: www.prospects.ac.uk
The website for undergraduates and graduates. Excellent quality material. Job Hunting; career decision making; vacancies; postgraduate study and much more
- 23.** Graduate Prospects Labour Market Information:
http://www.prospects.ac.uk/cms/ShowPage/Home_page/What_do_graduates_do_2006/p!efbcdLp
See also no.29 below
- 24.** Higher Education Academy: <http://www.heacademy.ac.uk/Employability.htm>
In Sept 2006 the HEA and Graduate Prospects produced the Student Employability Profiles. Each profile identifies skills that can be developed through the study of a particular discipline based on the subject benchmark statements
- 25.** Higher Education Academy PDP pages: <http://www.heacademy.ac.uk/PDP.htm>
- 26.** Improve Your Numeracy: <http://mathcentre.ac.uk/resources.php/332>
- 27.** Palgrave: <http://www.palgrave.com/skills4study/pdp/>
This is the website for the highly recommended Stella Cotterall book 'Skills for Success' identified in Bibliography. Web site includes interactive exercises to which you can link..
- 28.** PROSPECTS Planner www.prospects.ac.uk
Useful vacancy and occupational database to enable students to research and identify skills as required by different occupations
- 29.** National Guidance Research Forum: <http://www.guidance-research.org/future-trends/regions/west-midlands>
Excellent labour market information available by region and much more
- 30.** Myers Briggs Type Indicator:
http://www.personalitypathways.com/type_inventory.html
 See also Central PDP in Moodle no.31
Personality indicator – good for learning the tools of good communication, learning styles, working in teams and self-awareness. Both this website and the Type Dynamics Indicator in PDP-Self Awareness help an individual to identify their 'Type' and what that means. MBTI can also be delivered as an interactive group session with students through exercises which will help participants identify personality types – but delivered in this group way it becomes an extremely useful tool to encourage reflection on why teams function or not. It's fun too! ESDU has staff qualified to deliver this!

Moodle: all these sites are on central Moodle: www.moodle.bcu.ac.uk

31. a) Central PDP in Birmingham City University

<http://www.moodle.bcu.ac.uk/course/category.php?id=21> PDP

Includes many exercises and tools to help students be more self aware; reflective, take action and manage their careers (including information about self employment!)

b) PDP-Support for Staff: <http://www.moodle.bcu.ac.uk/course/view.php?id=207>

Includes techniques, exercises and tools identified as good practice for you to download and use with your students

c) Games and Simulations: <http://www.moodle.bcu.ac.uk/course/view.php?id=357>

Includes suggestions for and links to games and simulations that have been identified as useful in enhancing the employability of students

d) Student Induction Research: <http://www.moodle.bcu.ac.uk/course/view.php?id=550>
Includes research and information about good practice in inducting students – includes games and ice breakers.

e) Enhancing Employability Research and Practice:
<http://www.moodle.uce.ac.uk/course/view.php?id=546>
Includes research, techniques, exercises and examples of good practice

DVDs / Videos

32. 'Teach yourself' language learning packages – HEI library / resource Centre, BBC online, local Adult Education Service

33. Birmingham City University Careers Service: AGCAS DVD 'Why Ask Me That?' *
Shows a typical selection interview. Explores all the pit falls, hopes and fears we all face. Sensible and practical solutions suggested to ease the tension of pre-interview jitters!

34. Birmingham City University Careers Service 'How to Cope With Bad Interviewers'
Looking at the things that can go wrong in an interview including poor interpersonal skills – and how to take control..

35. Birmingham City University Careers Service: AGCAS DVD 'Looking Good on Paper'
Shows how to communicate effectively on a CV and application form.

36. Birmingham City University Careers Service: 'Can I have a Few Minutes of Your Time?'
Looks at gathering information from planning, preparing and interviewing employers and jobholders. Encourages students to network and gain work experience to help make career decisions.

37. Birmingham City University Careers Service: AGCAS DVD 'The Assessment Centre Video' *
Eavesdrops on a typical Assessment Centre selection day. Appropriate for all subject disciplines. Examines strategies for succeeding at assessment centres which includes team working, leadership, strategic thinking and using judgement.

** Also available with 'Your Jobs On-Line' on DVD called "Selection success in one"*

Games

38. The Careers Service has a collection of Elgood Management Games which can be used to help students develop many of the employability skills. See **Moodle** above

