

# Strategy



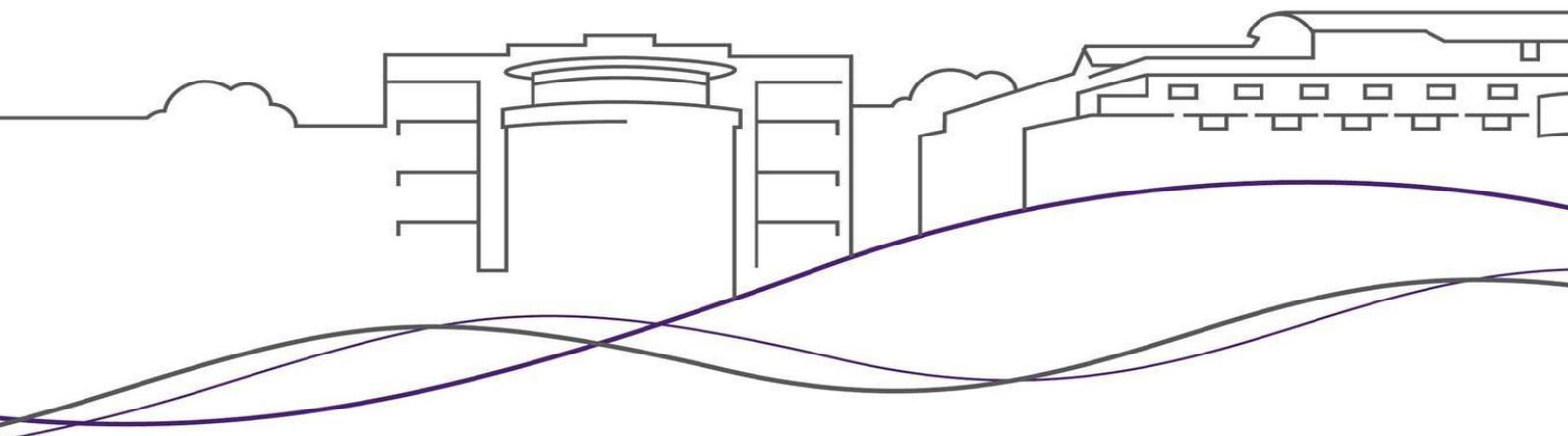
**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**HIGHER EDUCATION**

## **STRATEGY FOR ENHANCING STUDENT EMPLOYABILITY (HEFSPPD1)**

**2018-19**



# HE Strategy for Enhancing Student Employability

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# 1. Introduction

## 1.1 Aim

The strategy aims to:

Establish a clearly articulated and prominent framework which identifies career development and employability as intrinsic to the student experience at University Centre South Devon (UCSD).

Engage and support students with a diverse range of needs and ambitions in managing their employability development throughout the student journey and beyond.

Grow co- and extracurricular opportunities for students to apply their knowledge and develop relevant skills and experience; supporting them to become well-rounded graduates.

The strategy aligns with a number of areas in South Devon College's **Strategic Framework 2017-2020** and the **HE Strategy 2016-2021**:

- Developing student destinations and employer engagement data; working with alumni to increase aspirations and knowledge of progression and career pathways (Section 2.5, 4.11)
- Engaging with local groups and organisations to support and provide opportunities for the development of relevant skills (Section 4.2)
- Provision and promotion of further extra-curricular work opportunities and careers guidance (Section 4.9)
- Opportunities for collaboration with Plymouth University and other partners or organisations (HE Strategy, Section 4.7)

## 1.2 Context

UCSD students receive support with careers and employability. At programme level this support is typically embedded within modules and can include visiting guest speakers, course trips, live projects, placements and the opportunity to undertake additional qualifications. To facilitate this, programmes work with internal and external stakeholders including local employers and organisations, partners and Professional, Statutory and Regulatory bodies (PSRBs) where aligned to programmes.

Support with generic employability topics such as Curriculum Vitae (CV) development and interview skills features within some programmes' Professional Practice or Tutorial modules, such as Developing Research and Practice (DRP). At present however, the level of career development support and available

opportunities for students to develop their employability and engage regularly with employers is inconsistent across programmes.

Annual reviews of the Destination of Leavers from Higher Education (DLHE) survey<sup>1</sup> are conducted by UCSD and monitored in Programme Committee meetings. However, some programmes have identified a need for more detailed information on graduate destinations; in addition to supporting students to consider the scope of employment opportunities within their area(s) of study.

The Good Practice in Embedding Employability report (see Appendix 1) was created as part of UCSD's Employability Enhancement Project and reviews good practice across our higher education programmes in more detail. The examples of good practice are mapped against the HEA's 'Embedding Employability framework' (2015) and provided the evidence base for the strategy.

Current extra-curricular careers and employability provision is focused through the promotion of part-time, voluntary and graduate vacancies in addition to careers related events, awards and scholarships. This is supported by growing relationships with external stakeholders such as University of Plymouth's Students Union (UPSU) and Careers and Employability Hub.

Support with employability topics such as CVs, interview skills and LinkedIn is in its initial stages with a number of workshops and 1-1 sessions being delivered. Students are able to access a wealth of careers and employability resources through the UCSD Careers & Employability Moodle page and University of Plymouth's Career Navigator.

### **1.3 The wider context**

The Higher Education Academy (HEA) distinguishes embedding employability in higher education as:

providing the opportunities to develop knowledge, skills, experiences, behaviours, attributes, achievements and attitudes to enable graduates to make successful transitions and contributions, benefitting them, the economy and their communities. (2015a, p.2)

The 'Embedding Employability framework' identifies three main features to successfully embedding employability: 'Inclusivity', 'Engagement' and 'Collaboration' (see Appendix B); and recognises that the responsibility to do so is not specific to one group, but to all stakeholders who should play a part 'throughout the student lifecycle' (HEA 2015a, p. 2).

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<sup>1</sup> Now required by the Office for Students (OfS). Until March 2018 this was required by the Higher Education Funding Council for England.

In identifying some of the key aims and objectives of the strategy, consideration was also given to the QAA's Foundation Degree Characteristics Statement (FDCS). The QAA establishes 'Design', 'Employer involvement', 'Accessibility', 'Progression', 'Flexibility', 'Partnership' and 'Monitoring and review' (2015 pp. 4-7) as five distinctive features of foundation degrees.

Foundation degrees should involve, as set out by the Foundation Degree Characteristics Statement (2015):

close collaboration between employers and higher education providers [...] and are intended to equip learners with the skills and knowledge relevant to employment, so satisfying the needs of employees and employers. (QAA 2015, 2).

They should also be responsive 'to the needs of learners from a variety of backgrounds, and to the progressive and changing demands of employment' (QAA 2015, p. 6).

Where extra-curricular careers and employability support is delivered and developed, these characteristics should be integrated to ensure that students have opportunities for employer engagement, progression, review and enhancement of their employability, in additional and alternative contexts to their programme.

Such opportunities will also support the transferable skills and experience which students are expected to have developed at each level, as set out by the FHEQ qualification descriptors:

*Level 4 and Level 5:* students will have developed 'the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making' (QAA 2008, p. 17).

*Level 6:* students will have developed the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature (QAA 2008, p. 19).

## 2. Objectives

- 2.1 To establish employability as central to the student experience at UCSD. Embed careers and employability information and guidance from the first point of contact, throughout the student timeline, introducing and referring students to the Graduate Attributes as articulated through The Plymouth Compass (see Appendix C).
- 2.2 To develop a more coherent and coordinated approach to the planning and monitoring of careers and employability at institution level, in line with the QAA's FDCS and FHEQ qualification descriptors. Provide regular opportunities for review in order to identify and target improvements, responding to student and stakeholder feedback. Ensure that there is a shared and consistent understanding of careers and employability definitions and goals which are embedded within the curriculum and beyond and supported by academic staff.
- 2.3 To engage students, with the support of academic staff, in managing their employability so that they are able to identify and articulate their skills and capabilities. Equip students with the tools to reflect on their experiences and provide opportunities to celebrate students who are actively engaged in developing their employability.
- 2.4 Work to develop a more coordinated and accessible alumni community to inspire current students and provide informed advice and guidance, raising the profile of UCSD and its programmes.
- 2.5 To develop an integrated approach to supporting students with the Graduate Outcomes survey prior to graduation, and to make more systematic use of student outcomes at both institution and programme level.
- 2.6 To improve the quantity and range of extra-curricular, professional development and graduate opportunities through contact and collaboration with stakeholders including local employers and organisations, University of Plymouth and South Devon College's Job Shop. Support students to successfully apply for such opportunities.
- 2.7 To monitor the success of interventions undertaken to enhance students' employability.

### 3. Implementation

- 3.1. Students will self-evaluate their employability and provide information on their career ambitions from the induction process, at regular intervals. This will be made available to appropriate academic and support staff in order to facilitate provision of relevant careers and employability support, events and opportunities.
- 3.2. Work will be undertaken to 'map' the student employability journey at UCSD. This will be aligned to the FHEQ qualification descriptors and a framework of Graduate Attributes as articulated through The Plymouth Compass (see Appendix C). These attributes will be embedded across the provision of careers and employability support.
- 3.3. The Plymouth Award will be relaunched to students and work undertaken throughout the academic year to maintain student awareness and increase engagement.
- 3.4. Graduate case studies and student testimonials will be developed and utilised to promote a range of career pathways, enhancing the desirability of programmes and endorsing the benefits of extra-curricular activity.
- 3.5. Skills development workshops and careers and employability events will be available for students to attend at relevant times of the year. These will be used to raise awareness of key careers and employability topics, boosting students' confidence in these areas and meeting the expectations of the FHEQ and FDCS. This will be supplemented by up to date resources.
- 3.6. New partnerships with key stakeholders will be developed and existing ones maintained to allow relevant and up to date information and advice on careers and employability, including extra-curricular employability and enterprise opportunities, progression routes and the graduate labour market.
- 3.7. A centralised reporting of employer engagement activity within and external to the curriculum will be established and monitored to increase access to employer engagement opportunities for all programmes of study, where relevant and possible.
- 3.8. Document cross-institution meanings of careers and employability terms such as 'work-based learning' to ensure consistency of understandings and expectations amongst students, staff and stakeholders.

3.9. The Higher Education Employability and Enterprise Co-ordinator will be involved in the review of work-based learning as part of the Annual Monitoring Process and will attend stage 2 approvals in an advisory capacity.

#### **4. Evaluation**

UCSD will measure the success of the strategy and its implementation through the monitoring of:

- Student views including course reps, Student Consultative Forums, Student Satisfaction Surveys, programme meetings, evaluation forms following workshops and events
- An increase in the number and range of opportunities available to students
- Student participation in careers and employability themed events, workshops, awards and engagement with promotions and resources including via Moodle and social media
- Employer feedback through methods such as Employer Focus Groups, Sector Focus Groups and Industry Liaison Panels
- Tutor engagement with initiatives and feedback on the level of active understanding among students of the skills they are developing
- Survey interventions throughout students' programmes to measure and map their perceptions of and confidence in their employability.

#### **5. Future work**

- A review of the Higher Education Strategy for Enhancing Employability will be undertaken in one year (May 2019)
- Key Performance Indicators (KPI) for employability enhancement will be established for 2018/19 implementation.

## **Glossary of key terms**

### **Work experience**

A general term to describe students gaining knowledge and experience within a particular industry, area of work, business, organisation or other. Work experience can vary in form and duration, from a one-off week long work experience to a long term part-time job, or project work.

### **Work placement**

A mandatory period of paid or unpaid 'work-based, employment or practical experience' (Newcastle University 2014) with assessed learning outcomes, designed to develop students' skills and practically apply subject theory. A work placement may take the form of 1-2 days throughout a semester, or a concentrated block. The placement may involve a formal agreement between the College and an employer, such as the NHS for Healthcare programmes (University of Salford 2015).

### **Voluntary placement**

A period of unpaid work providing practical experience, with targeted aims, with a non-profit organisation. Usually undertaken outside of a student's programme but in some instances may be a requirement with specific learning outcomes. Can take various forms such as a block of one week or more, or 1-2 days a week over a longer period of time.

### **Work-based learning**

Learning and gaining work experience through paid or unpaid work, usually in the form of a short-term placement required as part of a module, with clearly identified and assessed learning outcomes.

### **Work-related learning**

Work-related learning uses 'the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work' (QCA 2004, p. 19). Work-related activities include work placements, voluntary work, guest speakers and live briefs/projects.

### **Work shadowing**

Work shadowing is a less practical type of work experience. It typically lasts just a couple of days and 'involves observing a professional in their job to gain a better understanding of the role [...] the purpose of shadowing is to achieve an insight rather than hands-on experience' (Swain 2016).

**Live briefs**

Usually undertaken and assessed as part of a module, a live brief or project enables students to apply their subject knowledge and skills in a realistic work context through collaboration with an employer or organisation.

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## Appendices

Appendix A: The Good Practice in Embedding Employability report (2017)



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**GOOD PRACTICE IN EMBEDDING EMPLOYABILITY**

**January 2017**



## Introduction

The following document highlights current good practice in all undergraduate level programmes, in embedding employability in the curriculum. These instances of good practice are mapped against the HEA Embedding employability framework (see page 6) which consists of ten broad areas of focus. Suggestions of areas for development in terms of employability have also been included. In most cases these were proposed by a member of the programme team such as a HE Lead, but some have been added by the Higher Education Employability and Enterprise Co-ordinator.

There are three programmes which have been highlighted as showcasing some of the best practice in embedding employability; these are BSc (Hons) Applied Animal Science, FdSc/HNC Sustainable Construction and the Built Environment and FdSc Yacht Operations. All three provide opportunities for students to develop a breadth of knowledge, skills and experience which aligns with and enhances their employability prospects in their chosen industry.

The four common areas of good practice across all programmes include primarily, the inclusion of career planning and CV development in an academic and professional skills module such as 'Developing Research and Practice' or 'Professional Practice'. This is often undertaken at Stage 4 across one or two weeks, but some programmes include a similar module at Stage 5 and Stage 6. Programmes which do not provide careers and employability information and support within the module usually offer it to students in tutorials; in most cases on an ad hoc basis.

This area of good practice can be mapped against 'Career Guidance and Management', but also 'Attributes and Capabilities' and 'Specialist, Technical and Transferable Skills'. The process for example, of creating or updating a CV, requires students to reflect on their attributes and the sorts of skills or technical abilities they possess. This exercise can work to highlight any skills a student needs to acquire or improve on, to have the best chance of succeeding in a particular sector or working environment.

Another area of good practice is the inclusion of work-based learning or work experience. There is currently evidence of a work-based learning module on a number of courses including FdA Business and Management, FdSc/HNC Civil and Coastal Engineering and FdSc/HNC Sustainable Construction and the Built Environment. Other programmes such as BA (Hons) Coaching Sport and FdSc Law have shown interest in this module being incorporated. Programmes including a module for which work experience is either mandatory or encouraged offer additional support for students; for example students can access an employer contact database via Moodle. However, the level of support and available opportunities is not consistent across programmes. For programmes such as FdA Early Years Care and Education, a student's work experience also provides a valuable opportunity for the programme to link with a local employer, facilitated by the Workplace Co-ordinator.

Students undertaking formal work experience must reflect on this as part of their assessment. This can be beneficial if it encourages students to get into the practice of thinking about the sorts of skills they are learning and developing; evaluating their

performance and considering their career direction. Students' experiences can also be well utilised in interview scenarios, for example if asked to 'Give an example of a time when you showed initiative'. These sorts of questions could be used to shape the ways in which students record and reflect on their work experience.

In the same way, the inclusion of live briefs and projects for external clients provides opportunities for students to test their skills in a real working environment, delivering a finished product on time, to the client's expectations. They encourage interpersonal skills, such as skills of persuasion and negotiation. In some cases students are involved in not just managing themselves, but managing members of a team. For some programmes, this will provide the closest experience to working as a professional in the industry. For this reason it maps against many of the areas of the HEA framework, including 'Knowledge and application', 'Enterprise and entrepreneurship', 'Experience and Networks' and 'Confidence, resilience and adaptability'. Evidence of community-led projects and involvement in national initiatives also demonstrates student opportunities to develop 'Self, social and cultural awareness'.

The fourth area of good practice covers the opportunity to undertake additional qualifications and training. This can add real value to a student's employment prospects and make them stand out from other graduates. It shows evidence of Continuous Professional Development and enthusiasm and adaptability. The BSc (Hons) Applied Animal Science programme is a good example of this: students must undertake a minimum of four professional skills as part of a module including an internal, external and/or online course, and attending a relevant conference presentation. This area of good practice can be mapped most obviously against 'Specialist, technical and transferable skills' and 'Career guidance and management'. The module itself also extends to 'Enterprise and entrepreneurship', as in many cases students have the opportunity to demonstrate innovation, creativity and collaboration as they learn the basics of leadership.

## Action Plan

The following action plan has been put together to combine areas of good practice and suggestions for developments across all HE programmes. The specific tasks have been arranged under four themes which reflect the HEA Embedding Employability framework.

Objective	Tasks	Completion date
<b>Support with career guidance and management</b>	Develop a range of employability workshops and advertise drop-ins including CV writing, Personal Statements, Cover Letters and Interview Techniques.	24 <sup>th</sup> Feb 2017
	Support and encourage all students to create a LinkedIn profile and enrol on the official SDC UC HE students. Offer tailored support with this.	Ongoing
	Co-ordinate a number of events where students are able to interact with employers and organisations to consider future careers, experience required, next steps e.g. Transcript Collection Day. Promote Plymouth University's Careers & Employability events.	Easter onwards
	Continue to develop resources for and update the University Careers and Employability Moodle page.	Ongoing
	Conduct research into various industry roles and areas, to help increase students' awareness of potential areas of employment in their chosen subject/field.	Ongoing
<b>Develop opportunities for experience and networking</b>	Log details of guest speakers who are invited in/arranged for specific programmes, to support staff with attendance and promotion, and ensure a more co-ordinated approach so that students across all programmes may benefit ( <i>where relevant and agreed with programme staff; best form of promotion to be determined</i> ).	Set up log and contact staff - end of Feb 17
	Raise awareness of volunteering as an opportunity to gain valuable work experience, and identify with local organisations any opportunities for collaboration. Set up a Student Volunteer Forum to be held during Student Volunteering Week.	Forum - 22 <sup>nd</sup> Feb 2017
	Promote part-time/seasonal vacancies and invite employers in to advertise these where possible, to provide opportunities for students to develop their skills and relevant experience outside of their course. E.g. EF Language School.	Ongoing
<b>Opportunities to further develop Specialist, Technical and Transferable Skills</b>	Look for and identify any current opportunities for students to undertake additional qualifications/attend conferences etc to gain experience alongside their course.	Ongoing

<b>Reflection and articulation</b>	Provide regular opportunities to record experiences and reflect on skills developed, to ensure that CV or other is up to date and an accurate record of experience, which can be used when applying for a job. This will also help to identify early on in the programme where students may need to develop, and steps to do this.	Ongoing
	Undertake a targeted promotion of the Plymouth Award with BSc Applied Animal Science students to encourage students to recognise and reflect on their achievements outside of their studies. A number of students on this programme have already shown interest in the award and have undertaken the required contributions. Providing support with reflecting on these will ensure students' achievements can be recognised by employers (the certificate is nationally recognised) and will provide a sample group to aid future developments.	Easter 2017, ongoing

# HEA Embedding Employability Framework

## How the framework can be used

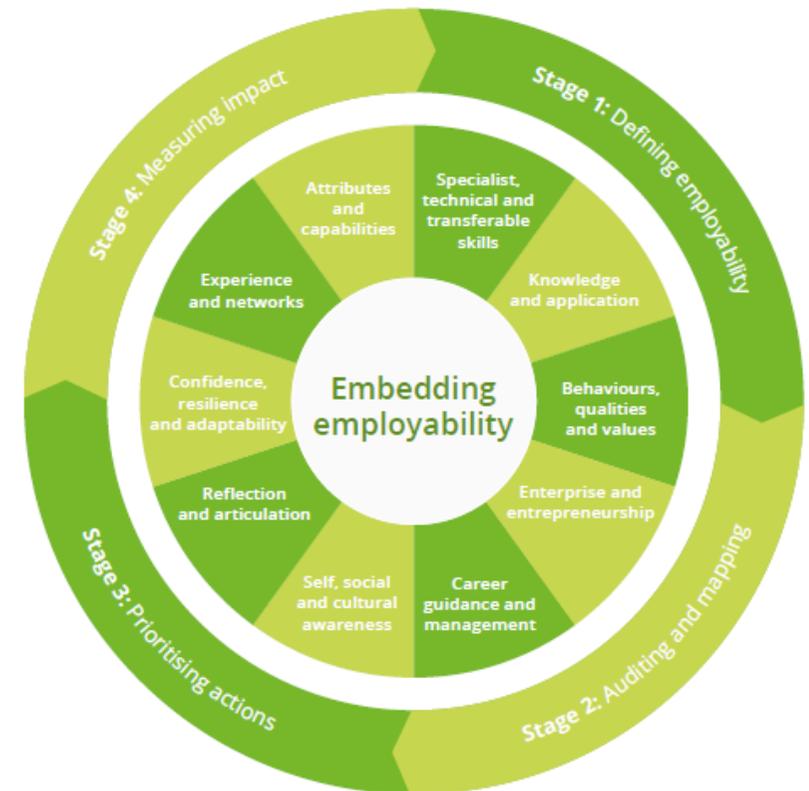
The framework outlines a cyclical process to help you reflect on and address current employability policy and practice in your institution, faculty, department and programme(s). It is helpful to work through stages one to four as introduced here, when designing and planning curriculum, as part of curriculum validation/revalidation, or within staff development opportunities.

The process encompasses the four stages involved in developing a defined and cohesive approach to employability. This provides an institutional approach that also enables local ownership and development at a programme or subject level. In our employability toolkit, the process is explained in more detail and provides a range of questions at each stage to facilitate and support discussion and reflection between staff, employers, students and key stakeholders.

## Four stage process to apply the framework in practice

The areas of focus are encircled by a cyclical process that is key to embedding employability across the institution and at a programme level.

- STAGE 1 Defining employability** including all key stakeholders and making this explicit at an institutional and programme level and with all your students.
- STAGE 2 Auditing and mapping** provision and support, considering all policies, practices and processes, against the definition agreed at Stage 1.
- STAGE 3 Prioritising actions** to address gaps, sharing best practice and agreeing measurable outcomes/outputs within policy, practice and processes.
- STAGE 4 Measuring impact** identifying measures of success and using feedback and evidence to inform future priorities, resourcing and areas of focus.



## Model programme 1: BSc (Hons) Applied Animal Science

Programme	Good practice	HEA Embedding Employability Framework
BSc (Hons) Applied Animal Science	In the Professional Skills and Project Management module, students are provided with a number of projects which they must select to work on in groups e.g. plan and organise a 'student-led' theme week to raise awareness of Sustainability across multiple college campuses. The module also covers project planning, health and safety and risk assessment, Human Resources and CV writing.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students undertake a minimum of four professional skills for the above module, such as External courses (e.g. Mammal ID), Internal Courses (e.g. Basic Dog Grooming Certificate), Online courses (e.g. Dog Emotion and Cognition) and other (e.g. attending a relevant conference).	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students are able to gain practical experience working with companion, livestock and exotic species in the Land Based section.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Field trips to locations such as South Africa, Scotland and Transylvania to apply and enhance knowledge and develop awareness of the industry.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	The team collaborates with organisations such as Paignton Zoo, Living Coasts, Torbay Coast and Countryside Trust.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Experience and networks</li> </ul>
	Guest speakers are invited in to talk to students about a range of career paths in the animal sector.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Involvement in Sustainability projects e.g. SDC Green Impact with NUS.	<ul style="list-style-type: none"> <li>• Self, social and cultural awareness</li> </ul>
	A Landbased University society has been created which a number of the students are engaged with.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> </ul>

		<ul style="list-style-type: none"> <li>• Behaviours, qualities and values</li> <li>• Enterprise and entrepreneurship</li> </ul>
Students are involved in local, national and global debates/issues in the animal sector.		<ul style="list-style-type: none"> <li>• Self, social and cultural awareness</li> <li>• Knowledge and application</li> <li>• Confidence, resilience and adaptability</li> </ul>
Strong links with alumni, facilitated through Facebook and email as a result of strong relationships built up over the course of the programme. Students find it useful to hear success stories and paths followed, but these links also provide work and volunteering opportunities.		<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
Students gain experience using a variety of technology and gadgets e.g. Virtual Reality, podcasts.		<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> </ul>
Use of Twitter to promote opportunities for students. Good for progression/applications but also to praise success of current students and their investment in opportunities and where these lead to.		<ul style="list-style-type: none"> <li>• Career guidance and management / Confidence, resilience and adaptability</li> </ul>
Use of Facebook live for 'Animal Shorts' episodes written and produced by students.		<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship / Confidence, resilience and adaptability</li> </ul>
Additional qualifications acquired e.g. First Aid at Work.		<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Experience and networks</li> </ul>
<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Set up an industry forum with local employers to identify a skills gap in the Animal sector. This could highlight any areas for development in students' specialist, technical and transferable skillset and further increase their employability.</li> </ul>		

## Model programme 2: FdSc/HNC Sustainable Construction and the Built Environment

Programme	Good practice	HEA Embedding Employability Framework
<b>FdSc/HNC Sustainable Construction and the Built Environment</b>	<p>Students studying on the programme include those sponsored by industry and trades people wanting to progress to management roles, which facilitates good links with local industry.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p>The programme has a core WBL module with a requirement of 20-25 days placement. Students create a work log and Reflective Journal to record their development, which is tied to the module's learning objectives. Students must arrange the work placement themselves, but support is offered if they experience difficulties. PT students use their current employment as their evidence of placement. A WBL contract is issued, which involves meetings with a mentor in the workplace.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	<p>Students are encouraged to become members of various groups e.g. CIOB Novus Group. The programme has strong links with the CIOB as a result of having full accreditation. Students are visited by representatives of NOVUS (the student and new membership arm) with respect to professional membership, networking and CPD events. As a student member, students can access a host of resources and networking events. On successful completion of the degree, students have an approved progression to full membership subject to a professional review.</p>	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p>The Global Student Challenge, an international competition, is built into the programme to enhance project management skills. The competition is run by CIOB using the MERIT software, which is used in industry to help graduate management trainees learn construction project management strategies. Former students present to current students on their experience of playing and competing in the competition, to support existing students with their entry.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Enterprise and entrepreneurship</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	<p>Tutors keep in contact with former students and where possible they are invited back in to speak to current students, as are industry experts. They have also been able to provide site visit, work experience and job opportunities. LinkedIn is used to help track destinations and use as examples.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p>Industry resources and progression opportunities are available to view on the programme Moodle pages.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	<p>Students undertake a DRP module at Stage 4. As part of this, students develop a portfolio of evidence to support their career development and practice, demonstrating that they have the qualities and transferable skills for relevant employment.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Enterprise and entrepreneurship</li> <li>• Reflection and articulation</li> </ul>

	<p>Students develop their experience in and application of industry methods and skills through a number of modules. As a result, students develop a broad technical skillset and confidence with industry standard equipment. This experience would enable them to undertake freelance work on graduating, and has secured employment for former students in specialist roles such as AutoCAD technician.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p>CV support is provided ad hoc (predominantly when students are applying for jobs) and as part of the WBL module.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	<p>Subject specific trips include Construction Live and a visit to Amsterdam where students will experience and be introduced to a combination of construction and civil engineering projects and innovative technologies. Students also benefit from numerous site visits which provide context to theory and opportunities to network and secure work experience and job opportunities.</p>	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Experience and networks</li> </ul>
	<p>Summer placements and industry jobs are circulated to students when spotted; as a result one student has secured a summer placement at BAM Construction, Taunton. These can and have led to subsequent full-time job offers.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p>Students are encouraged to become actively involved in developing their career prospects such as utilising LinkedIn, joining industry sector groups, and posting CVs for industry roles.</p>	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	<p>Students are involved in community projects to allow practical application of their knowledge for modules such as ‘Surveying for Construction Engineers’.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Identify more opportunities to promote and showcase some of the projects/trips which students studying on the programme are involved in. For example, as part of the Amsterdam trip students will be presenting to 6<sup>th</sup> form UTC students.</li> <li>• Offer additional CV support in line with what is already provided by course tutors</li> </ul>	

### Model programme 3: FdSc Yacht Operations

Programme	Good practice	HEA Embedding Employability
FdSc Yacht Operations	Extensive expeditions provide opportunities to apply knowledge, work as a team and get hands on industry experience. Students' awareness of opportunities within the sector grows as a result of these.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Attributes and capabilities</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	As the yacht industry is a relatively small industry, it makes it easier to keep in contact with former students. Those who are still fairly local and/or are able to take the time to come in and speak to current students do so.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	The teaching team are well connected in industry and have lots of personal contacts. Students are recommended work experience opportunities that the team think they would be well suited to. This is important to maintain a good reputation and industry links.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> </ul>
	Students undertake national governing body qualifications as part of the course - these are written into modules or undertaken separately.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	In addition to practical elements, students also have a variety of assessment methods to make sure they feel confident doing so e.g. presentations, posters.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Students have the opportunity to work on a number of live projects, to apply their knowledge.	<ul style="list-style-type: none"> <li>• Experience and networks</li> <li>• Knowledge and application</li> </ul>
	Practical sailing is recorded in a sailing log book over the course of the foundation degree, which identifies their level of experience and can be used to secure employment.	<ul style="list-style-type: none"> <li>• Reflection and articulation</li> </ul>
	Employers are always made aware of what they benefit from with work experience/supporting a student to ensure that links are long lasting.	<ul style="list-style-type: none"> <li>• Experience and networks</li> <li>• Behaviours, qualities and values</li> </ul>
	Interaction with many different contacts in different areas of the industry.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>

	<b>Suggested areas for development</b>
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|  | <ul style="list-style-type: none"><li>• Provide tailored careers and employability support to showcase the skills and experience the students gain on the course, to increase chance of securing employment.</li><li>• Develop case studies/promotion of former students and experiences gained on the course, to highlight the breadth of activities.</li></ul> |
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## Good practice across other programmes

Programme	Good practice	HEA Embedding Employability Framework
FdSc Adventure Leadership	Stage 4 Developing Scholarship and Practice module covers CV writing and LinkedIn. Lots of resources are also available on Moodle.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	Field trips are arranged to gain practical experience and apply knowledge.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Experience and networks</li> </ul>
	Students gain valuable leadership experience and experience planning, organising and delivering a wide range of water and land based activities for different client groups.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students can gain National Governing Body awards alongside the main programme, including: British Canoe Union, Mountain Training Association, Royal Yachting Association (Personal skills awards, Leadership awards, Coaching awards, First Aid).	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Experience and networks</li> </ul>
	As part of the above, students develop an understanding of the roles and responsibilities within selected adventurous activities.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	There are opportunities to undertake a number of qualifications in practical sessions e.g. BCU Moderate Water Endorsement Training (MWE) Kayak and Canoe, WWSR, BC assessments, SUP.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Experience and networks</li> </ul>
	The Stage 4 Business Start Up module is designed to equip students with the skills required to start and run a new business successfully. Marketing, accounting implications and an understanding of the economy and how businesses operate is included.	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> </ul>
	Students gain lots of practical experience on the course. In the Stage 4 Adventure Sports module, students are encouraged to become aware of the scope of adventurous activities and develop their skills in a range of outdoor sports.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> <li>• Confidence, resilience and adaptability</li> </ul>

	<p>In the Stage 5 Coaching module, students develop techniques and a sound understanding of legal requirements and responsibilities of a coach as well as the ethical and social issues that need to be considered when coaching in the outdoors.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Additional CV support, to promote experience and qualifications gained.</li> <li>• Opportunities to get involved with local schools and employers on ‘live briefs’ or similar.</li> </ul>	

Programme	Good practice	HEA Embedding Employability
FdSc Animal Science	Students develop their technical skillset e.g. lab management techniques, foundation biosciences.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> </ul>
	Students gain additional qualifications e.g. First Aid at Work.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Experience and networks</li> </ul>
	Guest speakers are invited in to speak with students and students are also encouraged to attend industry conferences.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> <li>• Knowledge and application</li> </ul>
	Twitter is used to promote opportunities for students. This is beneficial for progression and promotion, but also highlights student successes and investment of time.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Students get involved with many projects such SDC Green Impact with NUS.	<ul style="list-style-type: none"> <li>• Self, social and cultural awareness</li> </ul>
	A Landbased University society has been created which a number of the students are engaged with.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Behaviours, qualities and values</li> <li>• Enterprise and entrepreneurship</li> </ul>
	The programme has a Workplace Co-ordinator (Lorelei Kirwan) who co-ordinates work experience/placement opportunities. This helps to ensure the same ground isn't being covered and which opportunities might be more beneficial than others.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	There is a database of work experience contacts which students have worked for in the past, together with updated additional information available on course Moodle pages.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Experience and networks</li> </ul>
	Students have opportunities to reflect on their experiences and skills gained. One opportunity is through their portfolio as part of the DRP module.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> </ul>
	The team have strong links with local industry employers e.g. Paignton Zoo, Living Coasts, SDC Animal Unit. Staff/students can therefore hear about vacancies early on.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Students are involved in local, national and global debates/issues in the animal sector.	<ul style="list-style-type: none"> <li>• Self, social and cultural awareness</li> <li>• Knowledge and application</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Students gain an understanding of the nature of the industry, and in turn can develop the skills and confidence to secure employment. For	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> </ul>

	<p>example, the ability to communicate and present information in a variety of ways is important for employment in zoos, for charities and welfare.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> </ul>
	<p>Through undertaking various projects and experiences, students develop their transferable skills e.g. fundraising.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> </ul>
	<p>Students gain experience using a variety of technology and gadgets e.g. Virtual Reality and podcasts.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> </ul>
	<p>Strong links with alumni, facilitated through Facebook and email as a result of strong relationships built up over the course of the programme. Students find it useful to hear success stories and paths followed, but these links also provide work and volunteering opportunities e.g. students visiting former student turned Paignton Zoo keeper.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Set up an industry forum with local employers to identify a skills gap in the Animal sector. This could highlight any areas for development in students' specialist, technical and transferable skillset and further increase their employability.</li> </ul>		

Programme	Good practice	HEA Embedding Employability Framework
<b>BA (Hons) Child Development &amp; Education</b>	Students undertake a minimum of 1 day per week in a work setting (voluntary or paid employment). Students are expected to use placements as a basis for research, practical experience, skills development and application of theory to a real context. Evidence from this will inform their dissertation.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Guest speakers are invited in to cover various issues and topics within child development and education.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	Subject specific trips e.g. Potsdam where students are exposed to a range of experiences in the form of forest schools, bilingual nurseries, SEN provisions. The students reflect (including on the cultural significance of the trip) using a reflective video diary for the Global Education module.	<ul style="list-style-type: none"> <li>• Experience and networks</li> <li>• Confidence, resilience and adaptability</li> <li>• Career guidance and management</li> <li>• Reflection and Articulation</li> <li>• Self, social and cultural awareness</li> </ul>
	The course Moodle page contains a section with links to free online courses which students can undertake for CPD e.g. Critical Thinking, Coaching Teachers, Childhood in the Digital Age.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Self, social and cultural awareness</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• Additional opportunities outside term time for students to work or volunteer with children and young people in a range of different settings e.g. summer school, language school.</li> <li>• Industry recognised qualifications could be offered to support course structure e.g. Sign Language / Improving communication with deaf people <a href="http://www.signstation.org/">http://www.signstation.org/</a> or <a href="http://www.signature.org.uk/">http://www.signature.org.uk/</a> (if not done so already).</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdSc Biosciences</b>	Students undertake the Stage 4 Professional Practice module to develop academic and professional skills (permitted changes submission underway for this to include more focus on development of professional skills and WBL, and engaging with bioscience sector employers).	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students are currently encouraged and supported to do 80 hours of work experience as part of the DRP module - weekly or as a block. They log this in a reflective diary. As part of this they must create their CV and Covering Letter and approach employers. Examples of employers include Axium Vet Care, ADSL, SDC lab.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	CV and covering letter support provided as required in the DRP module.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	Subject trips are offered to students. 16/17 students visited the Royal Society of Biology to hear a talk on current biological science research by an expert in the field. They also visited the Natural History and Science museums to increase their ability to present their own research and communicate with and engage non-professional audiences.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Experience and networks</li> </ul>
	Database of bioscience work experience employer contacts is available on the Stage 4 Moodle page to support with finding work experience.	<ul style="list-style-type: none"> <li>• Experience and networks</li> </ul>
	The course tries to embed employability in both theory and practical modules. In the lab techniques module, students are taught sellable skills which are valued by employers. The Stage 5 Molecular Genetics module has a practical skills base, so students are gaining practice in areas they will also experience in the industry.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Experience and networks</li> </ul>
	Articles on new and developing areas of research and issues within the field are posted on Moodle page.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> </ul>
	A number of alumni destinations are known, in areas such as teaching, research and veterinary labs. This can also prove useful with collecting contacts for work experience.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>

**Suggested areas for development**

- Make contact with local employers but also more Plymouth/Exeter based employers, the NHS and Clinical Testing Labs.
- Make contact with employers to ask what skills would be useful and input this back into the programme; through a Skills Sector Forum for example.
- The programme team would like to make the work experience process more employer involved, so there is a meeting before and after the work experience with an employer. This could also help strengthen links with employers.
- Increase opportunities for students to undertake sector appropriate relevant training.
- The team feel the course would benefit from a workplace co-ordinator as there are no training officers within the department, which is shown to benefit other courses in sharing contacts and opportunities.
- Investigate potential careers in this field, and any changes or developments in the sector.

Programme	Good practice	HEA Embedding Employability Framework
<b>FdA Business and Management</b>	Students undertake a yearlong WBL module where students complete a minimum of 50 hours recognised WBL, providing the opportunity to apply theory and create or develop transferable skills. A portfolio is created to evidence knowledge and skills developed within placement, and a reflective log is produced. Students must find their own placement.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students work with local employers on live projects, organised by tutors (Stage 4 Marketing modules and Stage 5 Business Strategy). This work feeds into assignments.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Guest speakers are invited in to speak with students (roughly 2-3 a year, in class time).	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Subject specific trips to places such as the Eden Project, London (Wimbledon, Google).	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Experience and networks</li> </ul>
	Events such as ‘Meet the Clients’ for live projects are held.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Behaviours, qualities and values</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• Increase support for students with writing CVs and covering letters, particularly at Stage 5 when there is no WBL module.</li> <li>• Increase and encourage opportunities for extra-curricular activities such as volunteering.</li> <li>• Highlight additional qualifications and/or projects which students could get involved with e.g. community projects if not done so already.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
FdSc/HNC Civil and Coastal Engineering	Students studying on the programme include those sponsored by industry and trades people wanting to progress to management roles, which facilitates good links with local industry.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	The programme has a core WBL module with a requirement of 20-25 days placement. Students create a work log and Reflective Journal to record their development, which is tied to the module's learning objectives. Students must arrange the work placement themselves, but support is offered if they experience difficulties. PT students use their current employment as their evidence of placement. A WBL contract is issued, which involves meetings with a mentor in the workplace.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students are encouraged to become members of various groups e.g. ICE (Institute of Civil Engineers), the programme's PSRB. The programme has strong links with the ICE and students are visited by representatives with respect to professional membership, networking and CPD events. As a student member, students can access a host of resources and networking events.	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	The Global Student Challenge, an international competition, is built into the programme to enhance project management skills. The competition is run by CIOB using the MERIT software, which is used by ICE (Institute of Civil Engineers) to help graduate management trainees learn construction project management strategies. Former students present to current students on their experience of playing and competing in the competition, to support existing students with their entry.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Enterprise and entrepreneurship</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	The programme team held an ICE seminar event in the Autumn where 7 young civil engineers spoke about their experiences at university, post university, graduate management training programmes and post chartered status. Speakers covered a broad range of industry sectors enabling students to understand different roles, organisations, responsibilities and duties.	<ul style="list-style-type: none"> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Tutors keep in contact with former students and where possible they are invited back in to speak to current students as are industry experts. They have also been able to provide site visit, work experience and job opportunities. LinkedIn is used to help track destinations and use as examples.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Industry resources and progression opportunities are available to view on the programme Moodle pages.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>

	Students undertake a DRP module at Stage 4. As part of this, students develop a portfolio of evidence to support their career development and practice, demonstrating that they have the qualities and transferable skills for relevant employment.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Enterprise and entrepreneurship</li> <li>• Reflection and articulation</li> </ul>
	Students develop their experience in and application of industry methods and skills through a number of modules. As a result, students develop a broad technical skillset and confidence with industry standard equipment. This experience would enable them to undertake freelance work on graduating, and has secured employment for former students in specialist roles such as AutoCAD technician.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	CV support is provided ad hoc (predominantly when students are applying for jobs) and as part of the WBL module.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	Subject specific trips include a visit to Amsterdam where students will experience and be introduced to a combination of construction and civil engineering projects and innovative technologies. Students also benefit from numerous site visits which provide context to theory and opportunities to network and secure work experience and job opportunities.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Experience and networks</li> </ul>
	Summer placements and industry jobs are circulated to students when spotted. These can and have led to subsequent full-time job offers.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Students are encouraged to become actively involved in developing their career prospects such as utilising LinkedIn, joining industry sector groups, and posting CVs for industry roles.	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students are involved in community projects to allow practical application of their knowledge for modules such as ‘Setting Out Surveying’.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Identify more opportunities to promote and showcase some of the projects/trips which students studying on the programme are involved in. For example, as part of the Amsterdam trip students will be presenting to 6<sup>th</sup> form UTC students.</li> <li>• Offer additional CV support in line with what is already provided by course tutors, to promote the breadth of experience gained on the course.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>BSc (Hons) Coaching</b>	Students undertake L1 Gym Instructor qualification as part of the course.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> </ul>
	Students have the option to undertake a GP Referral qualification (patients referred to coach for exercise needs).	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> </ul>
	Guest speakers are sometimes used, in the form of former students in their employment e.g. Torbay Healthy Lifestyles Team. This works if they are deemed interesting by students.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	A number of the modules e.g. Sports Development, Policy and Planning and Contemporary Issues in Sport can help connect students with current issues and debates in sport development e.g. in schools, colleges, the local community	<ul style="list-style-type: none"> <li>• Self, social and cultural awareness</li> </ul>
	CVs, cover letters etc are not currently covered on the course as they were in DRP modules on FdSc Sport and Exercise Science or Adventure Leadership.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Behaviours, qualities and values</li> <li>• Reflection and articulation</li> <li>• Attributes and capabilities</li> </ul>
	Proposed extra-curricular trip 16/17 to Cardiff School of Sport where students will be able to get involved in undertaking research using state of the art industry facilities.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Make further use of alumni contacts who are now working with local employers such as NHS, Rock Active, Torbay Healthy Lifestyles Team.</li> <li>• Introduce a WBL module, or a work experience requirement into the programme to encourage students to undertake relevant work experience.</li> <li>• Introduce a Sector Skills Forum to engage with employers and find out about local demand.</li> <li>• Provide general careers and employability support e.g. CV, covering letter, interview techniques as these are not covered on the course as they were in DRP modules on FdSc Sport and Exercise Science or Adventure Leadership.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdSc/HNC Computing</b>	<p>The Stage 4 Employability module includes a SWOT analysis and skills audit and students must do 60 hours work experience and write a reflective journal. As part of this students look at potential careers and pathways. Students are encouraged to consider all options available for work experience, as IT is so broad.</p>	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Experience and networks</li> </ul>
	<p>In the Stage 5 Advanced Projects module students undertake a project with a client/local employer e.g. to create a website for a carpenter. This can and has led to students securing employment with their client/employer.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> <li>• Enterprise and entrepreneurship</li> <li>• Experience and networks</li> </ul>
	<p>Gemma Gilbey made contact with a number of employers to see if they would be able to come in and speak to students about career roles and different areas of the Computing Industry. As a result guest speakers have been invited in, including Nexus who were very keen to get involved with students and answered honest questions about the jobs they work in. They also tried to emphasise the importance of extra-curricular activities and are keen to get in and do some mock interviews with their managers.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• The current course is quite broad, so students must sometimes go onto Stage 5 of a more specialised course at Plymouth. However, could further opportunities for work experience/involvement in projects help with this so students gain more practical experience?</li> <li>• The team would like to involve more live briefs in the course. This has been subject to staffing issues this year but is planned for academic year 17/18.</li> <li>• Identify opportunities for a Sector Skills Forum to engage with employers and find out about local demand and skills gaps.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdSc Criminology and Psychology</b>	Caroline Knight organises visits from industry experts e.g. local youth justice, police officers as it can be difficult to arrange work experience/volunteering due to the confidential nature of much employment within this area.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Caroline secured volunteering opportunities for some of her students in the 2016 Research Showcase e.g. Storybook Dads. Opportunities are also sought from Caroline inviting her own contacts in and advertising to Stage 5 students.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Caroline's own experiences in the industry inform case studies which she uses to help the students apply their knowledge. Students are also able to apply their knowledge when guest speakers come in.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> </ul>
	Students are encouraged to consider wider opportunities in the field of Criminology and Psychology which they hadn't previously thought about e.g. progression on to BA Child Development and Education can be a good route into Safeguarding. One such student is now working in the police force. Criminology allows the students to learn about the world and they can transfer this knowledge/experience into other areas.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Knowledge and application</li> <li>• Reflection and articulation</li> </ul>
	Psychology, Criminology and Sociology Conference taking place in January 2017 which addresses a large number of current issues affecting the local area and beyond.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Field trips are arranged to Exeter Crown Court and the Old Bailey, which highlight roles available in these settings. With 16/17 employability funding, students are also attending a Psychology Conference with talks on false memory and prisons.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Experience and networks.</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• Subject to Plymouth University's approval, there has been a proposal to reduce one unit by 10 credits to include a 10 credit DRP/Professional Practice module in the course. Within the unit, students would interview professionals in the field and create a reflective report. This activity could be an annual occurrence which would benefit students but also help to create a bank of employers and potential employment opportunities.</li> <li>• Consider and highlight potential volunteering opportunities when keynote speakers are invited in for Research Showcase.</li> </ul>	

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|  | <ul style="list-style-type: none"><li>• Look into funding to be able to invite a more diverse range of guest speakers in to speak with students e.g. offender profiling/ex-senior detective speakers (Caroline has contacts). This could be opened up to other courses and would be a brilliant promotion for the course.</li><li>• Look into potential work experience opportunities within safeguarding.</li><li>• Support with attracting specific speakers and volunteering opportunities to highlight the wider employment opportunities.</li></ul> |
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Programme	Good practice	HEA Embedding Employability Framework
<b>FdA Drama, Performance and Arts Management</b>	In Stage 4 DRP module, students look at skills for career development and practice including how to set up a blog. Stage 5 module Professional Practice covers subjects such as funding, legal issues and self-employment.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Students regularly record their experiences of performance in the form of a blog or portfolio. This demonstrates an understanding of what material is suitable for what in the performing world.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Behaviours, qualities and values</li> <li>• Reflection and articulation</li> </ul>
	Staff have strong links with Arts professionals and theatre companies which have provided opportunities for collaboration, which can and have led to unpaid commissions and employment opportunities for students. Staff also regularly promote work/volunteering/other opportunities to students. The introduction of the Placement and Internship Award has helped provide funding to enable a student to attend a free directing course.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students are involved in working with youth groups. At Stage 5 there is a Group Community Project in which students create, facilitate and evaluate a community performance based project within the local area. Students must liaise with and research the community group who must benefit socially/educationally/artistically from this community performance project.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Live projects are undertaken on the course, developing students' communication and interactive skills. At Stage 4 students apply projects into needs-led issues or contextual studies e.g. human trafficking, anti-bullying, political change and elections. Students create and run workshops and/or groups with younger students e.g. safeguarding.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Cultural visits and activities e.g. visits to theatres and arts organisations, trip to Bristol in induction week to meet a playwright.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>

	<p>The course covers planning development and production, design, technical and production elements in addition to performance, so students build knowledge of opportunities within the Arts industries.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p>Final Major Project requires students to create an employer's portfolio which demonstrates their skills and experience for future presentation to employers. Include a CV within this, shows breadth and depth of what the students have to offer an employer.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> </ul>
	<p>Professionals and former students are invited in to talk to students about their own experiences on the course, industry practice and a range of opportunities within the field, including teaching. Many of the students find they excel in teaching given the extensive experience they gain in leading and facilitating for example, workshops.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p>Students work closely with FdA Film &amp; Photography to support projects.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Experience and networks</li> </ul>
	<p>The programme has a real focus on preparing students for the nature of the Arts industry, in which they must create the work. There is a great emphasis on students understanding what makes them employable, combining the creative and the practical, so they can do this successfully.</p>	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Increase support with creating personal statements, which can help to showcase the range of employability skills and experience students have developed through the course and extra-curricular opportunities.</li> <li>• Opportunities to apply for funding to enable and support students to undertake extra-curricular work experience, internship and placement opportunities to enhance their employability have been welcomed. HE Employability and Enterprise Co-ordinator will work with the programme to ensure that potential opportunities to apply for funding are highlighted in advance e.g. before summer, so that students can take time to research and consider an application.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdA Early Years Care and Education</b>	Students undertake a DRP module at Stage 4. Within this they develop a portfolio of evidence to support their career development and practice e.g. PDP, Reflections, Essay.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Career guidance and management</li> </ul>
	Students complete minimum of 2 days in placement throughout the course either in OFSTED rated Outstanding or Good setting, but a Grade 3 setting provides the chance for students to be more analytical. Students are encouraged to be flexible with one of the days as students can be in any setting between 0-8 years.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Reflection and articulation</li> <li>• Experience and networks</li> <li>• Confidence, resilience and adaptability</li> <li>• Career guidance and management</li> </ul>
	Students set 4 or more personal targets in placement (in line with programme aims and QAA benchmarks), agreed by workplace mentor and co-ordinator.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> </ul>
	A work placement guide has been created and is given to the workplace, which provides full details and also opportunity for mentor/employer to get involved in the Sector Skills Forum.	<ul style="list-style-type: none"> <li>• Experience and networks</li> </ul>
	In Stage 4 module Being A Child Today, students undertake observation in setting. For this they must effectively approach and communicate with their mentor, teacher, parent and child to gain consent.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Experience and networks</li> <li>• Confidence, resilience and adaptability</li> </ul>
	CV and interview support is provided at Stage 5.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	Following student feedback, the workplace co-ordinator role has grown and ensures students feel supported in their work experience.	<ul style="list-style-type: none"> <li>• Confidence, resilience and adaptability</li> <li>• Career guidance and management</li> </ul>
	A HE Partnership and Placement Review meeting is held twice a year. Student reps, section head, teaching staff and co-ordinator attend to see how the placement process is going. It is informed by confidential feedback forms which students submit, to monitor issues.	<ul style="list-style-type: none"> <li>• Confidence, resilience and adaptability</li> <li>• Career guidance and management</li> </ul>
	Under the Safeguarding Children and Young People module, students are accredited with a Level 2 Working Together to Safeguarding Children award/certificate upon completion of the module.	<ul style="list-style-type: none"> <li>• Specialist, Technical and Transferable Skills</li> <li>• Career guidance and management</li> </ul>
	Subject specific trips e.g. Potsdam where students are exposed to a range of experiences in the form of forest schools, bilingual nurseries, SEN provisions. The students reflect on the trip in terms of career pathways and cultural significance.	<ul style="list-style-type: none"> <li>• Experience and networks</li> <li>• Confidence, resilience and adaptability</li> <li>• Career guidance and management</li> <li>• Reflection and Articulation</li> <li>• Self, social and cultural awareness</li> </ul>

**Suggested areas for development**

- Additional opportunities outside term time for students to work or volunteer with children and young people in a range of different settings e.g. summer school, language school.
- Industry recognised qualifications could be offered to support course structure e.g. Sign Language / Improving communication with deaf people <http://www.signstation.org/> or <http://www.signature.org.uk/> (if not done so already).

Programme	Good practice	HEA Embedding Employability Framework
FdSc Engineering Technologies	As part of DRP, students are encouraged to become a junior member of IET. With further qualifications they can work towards becoming chartered. CV writing is also covered in the module.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students attend the Sustainability Live event where they must network with professionals in order to gain information required for the assignment. This provides an incentive for students to get talking to professionals in the industry and a point from which to start.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• The team are looking to include a work experience or placement requirement.</li> <li>• Additional career and employability support, to include CV writing, networking and work experience opportunities. Could there be opportunities to get involved in local projects to provide practical experience?</li> <li>• Students studying PT/HNC are in employment so will have contacts, the team are looking into whether these could be used to support skills sector forums and/or an employer contact database.</li> <li>• Other than in the Sustainability assignment, students do not record or reflect on the experiences in terms of careers and employability within the course. Provide opportunities or a format in which students can log their experiences, which can then be used when searching and applying for graduate jobs.</li> <li>• Improved contact with former students. It can be difficult due to work commitments, but consider the use of case studies or using technology to link up with former students in the industry.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdA Fashion with Textiles</b>	Lots of live projects are used for live briefs e.g. students recycled charity shop garments which were displayed on a catwalk for the Sue Ryder VIP Charity Gala at The Grand Hotel, and took a range of clothes which they used to style attendees of Torbay Transgender Support Group.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Behaviours, qualities and values</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	In Stage 4 Professional Practice module, work experience and any live projects undertaken count towards and can be reflected on.	<ul style="list-style-type: none"> <li>• Reflection and articulation</li> <li>• Career guidance and management</li> </ul>
	Sam Aspden keeps up to date with former students' whereabouts and businesses which she can inform students of, some are able to come in and speak to students.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	In Professional Practice, students must create their brand and understand their unique selling point and how to market themselves through the creation of a website, blog, business cards and fliers.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> </ul>
	The programme has lots of involvement with both local and national employers & opportunities e.g. Katy Wright (M&S Senior Womenswear Designer) was the industry advisor and supports with odd industry updating questions; students created costumes for a project involving Media/Performing Arts students with Paignton Old Cinema; Bovey Tracey Contemporary Craft Fayre stand; students worked for nearly a year to design and create costumes and props to be used at the 'Olympic Opening Ceremony' for the 7th World International UNESCO Geopark Conference at the Riviera Centre. The project was Arts Council Funded and produced a 'learning pack' which catalogued work produced, showcasing SDC and how everything was made. This is taken to the next conference.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Various extra-curricular trips e.g. New Designers, London Fashion Week and Paris.	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> </ul>
	Staff have strong links with individual artists and designers.	<ul style="list-style-type: none"> <li>• Experience and networks</li> <li>• Career guidance and management</li> </ul>
	End of year exhibition at the Kitchen Gallery, Cockington where students can present their work. Employers attend, which can provide a good networking opportunity.	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Experience and networks</li> </ul>

	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"><li>• Sam would like to set up a pop-up shop in the local high street to showcase the work of current students (and provide them with an opportunity to get involved) and attract prospective students. As a result of Sam's work with Torbay Council, it should be quite straight forward to locate a location.</li></ul>
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Programme	Good practice	HEA Embedding Employability Framework
<b>FdA Film and Photography</b>	Students study a DRP module at Stage 4. As part of this students create a Personal Development Portfolio which should demonstrate their qualities and transferable skills relevant to employment. CV support is offered in the form of a workshop and students set up a blog.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> </ul>
	CPD is available on Moodle in the form of techniques on Photoshop.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> <li>• Enterprise and entrepreneurship</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Students undertake live briefs, providing opportunities to gain practical experience with technology and team work.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Reflection and articulation</li> <li>• Experience and networks</li> </ul>
	Students plan, create and edit a short film, shot in Ilfracombe which provides good experience of the environment of a film shoot and an understanding of some of the problems/struggles they may encounter.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Promotion of opportunities to get involved in via Moodle e.g. local filming opportunities.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	The team keep in touch with former students to show examples of their work and invite them in to speak with students about their career paths.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• More support with CV writing, interview techniques and tips on networking.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdA Games and Interactive Design</b>	In Stage 4 DRP and Stage 5 Professional Practice modules, CV writing and career planning is covered.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> </ul>
	In terms of WBL/WRL, at Stage 4 students pitch ideas and manage development to design, develop and then produce. At Stage 5, students use a client-based brief which they source themselves to create a game or app. Feedback from the client is documented. Students work in teams or independently.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	When sourcing a client-based brief and in general, Gareth Day encourages students to think about where else the skills they are developing and technologies they are working with can apply. Many of them are cross-industry.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Experience and networks</li> </ul>
	The team keep in touch with former students to show examples of their work and invite them in to speak with students about their career paths.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Skills/experience acquired are recorded in the form of an online blog (both public & private).	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> </ul>
	Students have worked with various local businesses and events. E.g. developing an app for Torbay Airshow; new ways of selling products for ProDirect Sport including virtual reality tours of the London shop; animated content for Living Coasts.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Proposed trip to visit games and interactive design studios to gain insight into routes into the industry and emerging trends, tools and techniques.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• More support with CV writing, interview techniques and tips on networking, to help 'put themselves out there'.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdSc Healthcare Practice</b>	Students spend two days per week in a clinical placement in which they gain valuable experience in a healthcare setting.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students undertake the DRP module at Stage 4 in which they develop a portfolio which supports their career development and practice. Students create their own PDP, SWOT analysis and develop communication styles with a range of audiences.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Attributes and capabilities</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> </ul>
	Stage 4 students also study Skills for Healthcare Practice module in which they demonstrate the acquisition of core and specialist competencies within the workplace in a portfolio. Also demonstrate an understanding of designated healthcare roles, including the Assistant Practitioner, within own practice area and the healthcare community.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> </ul>
	Guest speakers are invited in to talk about various practices e.g. CBT which is an up and coming therapy, and CCG (Clinical Commissioning Groups).	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	There is a lot of involvement with students on the BSc Healthcare Practice which helps with progression to the top-up year. Useful also for students to be aware of what students do after they graduate.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	On Moodle, articles are posted on current issues, debates etc in the profession e.g. cost cutting, funding.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• Would benefit from support with personal statements for progression to Plymouth University/other, CVs and application forms.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>BSc (Hons) Healthcare Practice</b>	Guest speakers are invited in from the hospital to talk about various practices e.g. CBT which is an up and coming therapy.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Additional free eLearning courses are available on Moodle which are relevant to the course and profession e.g. Social Care Institute for Excellence, Instructional Methods in Health Professions Education.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Students are usually already undertaking work in a healthcare setting, but if not support is provided to find opportunities to gain expertise. Requirement is a minimum of 1 day a week. Practice is reflected on.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students are offered the opportunity to attend the annual Royal College of Nursing conference. Students can present their research and/or attend lectures and presentations.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	It is possible for some students to undertake further assessed activities as part of a qualification in Preparing to Teach in the Lifelong Learning Sector (PTTLS) in the Mentorship and Assessment module. A large percentage of students want to go into teaching so this also provides support with this.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• Evidence of CV examples on Moodle, but provide specific support with creating/updating CVs and application forms.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdA History with English</b>	Trips are arranged to visit local archives, centres and businesses e.g. Heritage centres, Torquay Library, Torre Abbey.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Experience and networks</li> </ul>
	Specific guest speakers may be invited in when required during class time.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	For learners wanting to go into teaching, there are opportunities for students to undertake work experience within the college which is co-ordinated by tutors. Also involvement with local school to create an educational resource.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students undertake the module Academic Skills at Stage 4. This does not include any practical employability experience, but aims to develop students' research and investigation skills through a small-scale research project which students will plan and implement. Students locate primary sources themselves.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Within the Hidden Histories: South Devon's Role in the World module, as part of their assessment students must produce a reflective essay considering the role of a historian. As part of this they also present their investigation in the form of a short video in the style of a documentary.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• Increase use of social media and digital technologies in assignments and projects to help develop students' skills.</li> <li>• Opportunities for work experience at the college are not being used to their full potential. Consider creating a more structured work experience programme for the students, and/or opportunities to get involved with projects undertaken by 14-16, FE learners.</li> </ul>	

Programme	Good practice	HEA Embedding Employability
<b>FdA Illustration Arts</b>	Use of studio equipment and Adobe Creative Cloud e.g. Photoshop	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> </ul>
	Stage 5 students exhibit final projects at the college and then at New Designers exhibition in London. Involves costing of printing and students must raise money for the stall. Design promotion materials and create their brand. Work under pressure; opportunity to build contacts and sell themselves!	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Enterprise and entrepreneurship</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> <li>• Behaviours, qualities and values</li> </ul>
	Students are required to create both an online and physical portfolio. An online presence is very important and is often done through a blog which they use to document and reflect on their work.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Experience and networks</li> </ul>
	In the Professional Practice module, students must identify strengths and weaknesses to inform their PDP.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> </ul>
	Lots of involvement in bespoke live projects, often as a team. Often the department is approached by external agencies. E.g. PZ taken on 4 students (process included interviews and presentation of portfolio).	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values e.g. teamwork</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Promotion of and opportunity to take part in local, national and international competitions advertised. Chance to be part of something bigger.	<ul style="list-style-type: none"> <li>• Self, social and cultural awareness</li> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Good links with those in industry through staff contacts and contact with former students e.g. Flossy and Jim who have passed on a live project due to their workload.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> <li>• Career guidance and management</li> </ul>

	<p>Guest speakers are involved in the form of workshops e.g. book-binding, but these offer a chance for students to find out about their career paths too.</p>	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	<p>Alison has good links with Plymouth University, so guest speaker details are forwarded on for her to let students know of which proves very useful.</p>	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	<p>Freelance working environment of the industry is simulated as students learn how to promote themselves and their brand (business cards, logo, leaflets, blog etc) and have opportunities for making contacts.</p>	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Behaviours, qualities and values e.g. teamwork</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Identify more opportunities to promote and showcase some of the projects/trips which students studying on the programme are involved in.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
FdSc Law	Legal specific field trips and visits e.g. Exeter Combined Court (County and Crown Court), Parliament, Supreme Court, Plymouth University Law School.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> <li>• Self, social and cultural awareness</li> </ul>
	Good relationship with Plymouth University Law School, which provides an opportunity for students to go down and shadow professionals.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Graduate Employability Achievement Record (GEAR) is used to provide evidence of and feedback on experiences undertaken.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> </ul>
	Ad hoc CV support provided, but is only really requested for part-time jobs.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	Tutors encourage students to undertake extra-curricular activities e.g. volunteering.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> <li>• Behaviours, qualities and values</li> <li>• Self, social and cultural awareness</li> </ul>
	Optional extra-curricular internal Mooting competition (a mock trial scenario where students sit in on a case and must research and develop their own work).	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> </ul>
	In DRP module, students must evaluate their strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP).	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> </ul>
	Guest speakers are invited in to speak with students in class.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Students practice application of sectors' and employers' professional standards, including commitments to impartiality and confidentiality.	<ul style="list-style-type: none"> <li>• Confidence, resilience and adaptability</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• David would like to remove DRP module in favour of WBL module. As of Feb 17, David has submitted paperwork for permitted changes.</li> <li>• Cover CV writing in Stage 5 tutorials.</li> <li>• Support with developing contacts with local employers for work experience and/or future employment opportunities.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>BA (Hons) Leadership and Management</b>	Students undertake either Professional Practice (20 credits - 100 hours) or Extended Professional Practice (40 credits - 200 hours). Both are yearlong modules and are based in the workplace where students must actively lead on a project. Students can experience the working environment and conceptualise leadership and management within the workplace. Students must reflect on their experience throughout. Once a month, a personalised is used to discuss, support and develop the skills and evidence required for and during the placement.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Subject specific trips e.g. Wimbledon.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Once students have finished their PP/EPP work placement, Andy writes to each employer thanking them and asking if they would be open to being contacted in the future or provide any work experience opportunities.	<ul style="list-style-type: none"> <li>• Experience and networks (for course, and future students)</li> </ul>
	Involvement in some projects/events such as organising a TK Maxx fashion show.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Experience and networks</li> <li>• Enterprise and entrepreneurship</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• Andy Faulkner is keen to increase guest speakers from different types of business.</li> <li>• Opportunities for students to get involved with live projects in collaboration with local businesses - for assignments or extra-curricular (if not provided already).</li> <li>• Creation of some success stories for students' work placements undertaken on the course, including those undertaking in their current workplace. (e.g. a current student who has been working part-time at Sainsbury's is undertaking his placement with Sainsbury's head office, another student works at Client Base and is developing a training programme for employees).</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
FdSc Marine Science	In DRP students undertake activities to enhance their CV, which includes personal reflection. They must show evidence of teamwork and undertake a minimum of 30 hours placement which is assessed through the module. Support provided with CV writing.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students make contact with employers themselves and can go further afield for their work experience if they choose to. A list of potential work placements and volunteering opportunities is supplied on Moodle.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Former student experiences are used when discussing career paths. The course has a good record of destinations with students going on to study at Master's level and various animal related careers.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Interesting articles considering developments in the industry are posted on Moodle, such as use of technology.	<ul style="list-style-type: none"> <li>• Self, social and cultural awareness</li> </ul>
	Evidence of opportunities to volunteer or work with students studying other subjects to assist in research projects e.g. Bioscience.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Experience and networks</li> </ul>
	Tutors advertise talks and conferences which students can attend e.g. aquaculture and Society for Marine Mammology conference.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Experience and networks</li> </ul>
	Students research, prepare for and participate in debates on topical issues within the industry.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Enterprise and entrepreneurship</li> <li>• Self, social and cultural awareness</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Students have the opportunity to gain additional qualifications and attend courses such as Identification of Whales, Dolphins and Seabirds course.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Experience and networks</li> </ul>

	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"><li>• Marianne Readman would like to set up an industry forum with local employers to identify a skills gap for Animal/Marine sector, particularly as it is very competitive with Plymouth and Bicton College for work experience opportunities in Marine Science.</li><li>• The team are working on developing their relationship with Living Coasts, perhaps introducing a classroom there.</li></ul>
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Programme	Good practice	HEA Embedding Employability Framework
PGCE	Tutors regularly post articles of interest featuring current topics, debates or developments so students are kept abreast of changes in the sector e.g. QTLS and proposed changes to QTS in schools.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Students must complete a Professional Portfolio which includes a log of practice undertaken in their work setting. This is used as evidence which can be taken to interview.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Knowledge and application</li> <li>• Reflection and articulation</li> </ul>
	Students must undertake a breadth of teaching practice for a minimum of 130 hours as part of the course.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Additional opportunities outside term time for students to work or volunteer with children and young people in a range of different settings e.g. summer school, language school.</li> <li>• Industry recognised qualifications could be offered to support course structure e.g. Sign Language / Improving communication with deaf people <a href="http://www.signstation.org/">http://www.signstation.org/</a> or <a href="http://www.signature.org.uk/">http://www.signature.org.uk/</a> (if not done so already).</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdSc Psychology with Sociology</b>	Stage 4 Graduate Skills module includes the development of both academic skills and employability e.g. communication skills, updating CVs, interview techniques. Learning Outcomes look at matching skills to jobs and targets.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Attributes and capabilities</li> <li>• Career guidance and management</li> </ul>
	Students are encouraged to undertake a minimum of 15 hours placement, which is logged via a placement file. This is submitted with a reflective account as part of the Stage 4 Graduate Skills module. Students have reported that this has secured them valuable experience and an awareness of particular career paths, which they were not initially convinced undertaking a voluntary placement would do.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Attributes and capabilities</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Tutors support students in looking for placements throughout the course, offering advice and contact information. For example, a number of guest speakers (Helpzone, Torbay CDT) have been invited in to talk to students about volunteering opportunities in the local area. Tutors also write references for students.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	The department are working to see the college as a training provider for safeguarding etc. This could provide opportunities for students to network and establish connections with other employers where there might be work experience/graduate job opportunities.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	The first Psychology, Criminology and Sociology Conference took place in January 2017. This addressed a large number of current issues affecting the local area and beyond, and involved internal and external guest speakers.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Self, social and cultural awareness</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Every year, students are invited to attend a Psychology conference in London, which addresses different topics within the field (e.g. 16/17 addresses false memory and event recall). This inspires students and helps to identify or consolidate progression plans.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>

	<p>Guest speakers are invited in by Sociology tutors on the course, to discuss the impact of broad social issues (e.g. poverty) on the local community. This has inspired many students to begin volunteering for local food banks and social support organisations, such as Anode in Paignton.</p>	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Self, social and cultural awareness</li> <li>• Experience and networks</li> </ul>
<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Tutors find it difficult to recommend middle and more realistic roles within the industry as they aren't aware of what's out there. Could case studies of alumni and alumni speakers help?</li> <li>• Create a centralised log of work experience and volunteering roles undertaken with contacts, to help boost students' awareness of the variety of options available, particularly in the local area.</li> <li>• DBS checks required for a host of work experience/volunteering opportunities which students must pay for and this is not currently a requirement on the course. Research to be undertaken with the help of local volunteering organisations and Torquay Volunteer Centre (co-ordinated by Thea), to identify which organisations may cover DBS costs (or questions to ask) and timescales for applications.</li> <li>• Opportunity for sector focus groups for social sciences, as there are for FE Health?</li> <li>• Jodie would like to set up a mentor scheme where students on her course are able to help other students across the college and also work with the college's PI team.</li> </ul>		

Programme	Good practice	HEA Embedding Employability Framework
<b>FdSc Sport and Exercise Science</b>	Students undertake a Developing Research and Practice module at Stage 4 within which various obvious employability topics are covered e.g. writing CVs and cover letters, website design, LinkedIn.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> </ul>
	Opportunity to study additional industry recognised qualifications e.g. the YMCA Certificate in Sports Massage, YMCA Certificate in Fitness Instruction (Gym Based Exercise) and the YMCA Diploma in Exercise Referral. Certain qualifications help towards assignments.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	In the Stage 4 Professional Vocational Study module, students reflect on a qualification that they have undertaken e.g. Level 1 Football. Students must document their self-reflection as part of assessment and show that they recognise the importance of maintaining professional standards in industry.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> </ul>
	Students have access to some specialist facilities and equipment, which are used in industry.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Specialist, technical and transferable skills</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• Develop case studies and links with alumni which could in turn help to develop employer contacts.</li> <li>• Provide more structured careers and employability support to identify any skills gaps and work to highlight the importance of extra-curricular activities.</li> <li>• Identify a variety of work experience/volunteering opportunities which students could get involved in to increase experience and support career guidance. Plymouth University Volunteering department have some links with one-off events in the Torbay area which could be of great benefit.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
<b>FdA Teaching and Learning</b>	All students are in employment or voluntary placements in a variety of settings (primary, secondary, college) for at least 2 days per week, studying the course part time. Placements are secured by students prior to the course.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Behaviours, qualities and values</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students undertake a Professional Practice module which covers topics including Personal and Professional Development and Reflective Practice. As part of the module students develop a portfolio to include personal employment related professional objectives.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> </ul>
	Students undertake regular reflection, with everything work-based being reflected on.	<ul style="list-style-type: none"> <li>• Knowledge and application</li> <li>• Reflection and articulation</li> </ul>
	Ad hoc CV support is provided, supported by CV and interview resources available on Moodle.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	A workplace guide has been created which includes a student-employer-college contract, information on mentors, ethics and various policies. Employers receive a copy of this.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	Students have a designated mentor in the workplace who acts as a ‘critical friend’ and is met by the Workplace Co-ordinator.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	A newsletter is distributed to employers per semester to communicate e.g. current and upcoming topics to be studied.	<ul style="list-style-type: none"> <li>• Experience and networks</li> </ul>
	Subject specific trips are available e.g. Potsdam where students are exposed to a range of experiences in the form of forest schools, bilingual nurseries, SEN provisions.	<ul style="list-style-type: none"> <li>• Experience and networks</li> <li>• Confidence, resilience and adaptability</li> <li>• Career guidance and management</li> <li>• Reflection and Articulation</li> <li>• Self, social and cultural awareness</li> </ul>
	<b>Suggested areas for development</b> <ul style="list-style-type: none"> <li>• Additional opportunities outside term time for students to work or volunteer with children and young people in a range of different settings e.g. summer school, language school.</li> <li>• Industry recognised qualifications could be offered to support course structure e.g. Sign Language / Improving communication with deaf people <a href="http://www.signstation.org/">http://www.signstation.org/</a> or <a href="http://www.signature.org.uk/">http://www.signature.org.uk/</a> (if not done so already).</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
FdA Three Dimensional Design	Students study Developing Research and Practice module at Stage 4, covering blog set-up and CV writing.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> </ul>
	Students are helped to create their brand, by setting up a blog, creating marketing materials such as business cards and flyers. The portfolio is the most important piece of branding.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Career guidance and management</li> <li>• Enterprise and entrepreneurship</li> </ul>
	In the past, students have attended New Designers which has provided a benchmark for their own work against professionals, with top London design agencies attending.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Students have the opportunity to attend local, national & international fairs. One of these, The Contemporary Craft Festival at Bovey Tracey (attended by Aim Higher Funding) is run by the guilds of craftsmen, which is connected to the Craft Council. Some students gain associated membership to the Craft Council through exhibiting, which means they are on the official Craft Council database.	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Career guidance and management</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Strong links with local business such as Cockington Court with their expanding craft centre. The Kitchen Gallery at Cockington displays students' work and also lets students show in the shop if good enough.	<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	End of year degree show takes place in The Kitchen Gallery at Cockington, which a number of employers attend.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Enterprise and entrepreneurship</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Contacts already established thanks to personal staff contacts.	<ul style="list-style-type: none"> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• With much of the design industry based in Bristol, Bournemouth and London roles in this area are few and far between. Undertake research on some local design agencies and determine feasibility of providing some work experience opportunities/opportunities to get involved in projects.</li> </ul>	

Programme	Good practice	HEA Embedding Employability Framework
FdA Tourism, Hospitality and Events Management	Work-Related Learning module rather than WBL e.g. special projects undertaken by students which are related to real-life examples, using contacts. Last year, students were required to produce a work-related digital marketing plan for the Torbay Culture Forum and Geopark.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Career guidance and management</li> <li>• Reflection and articulation</li> <li>• Confidence, resilience and adaptability</li> <li>• Experience and networks</li> </ul>
	Within the Stage 4 DRP module, students reflect on and record their professional experience. CV and employability admin is covered.	<ul style="list-style-type: none"> <li>• Career guidance and management</li> </ul>
	Employer contacts vary so as to keep the projects fresh, new and exciting. They are guided by time of year/local events e.g. involvement with Totnes Christmas market 15/16.	<ul style="list-style-type: none"> <li>• Experience and networks</li> <li>• Confidence, resilience and adaptability</li> <li>• Career guidance and management</li> </ul>
	Karen Dorow invited students to an employability event she had organised for FE students, to meet staff at Dartington Hall who are involved in the application process.	<ul style="list-style-type: none"> <li>• Attributes and capabilities</li> <li>• Experience and networks</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Employability funding has this year been used to subsidise the cost of students achieving their Personal Licence BIIAB.	<ul style="list-style-type: none"> <li>• Specialist, technical and transferable skills</li> <li>• Knowledge and application</li> <li>• Confidence, resilience and adaptability</li> </ul>
	Students undertake subject specific trips e.g. Tourism Management Institute Conference. ('TMI supports destination management professionals throughout their career, from students setting out through to established senior practitioners').	<ul style="list-style-type: none"> <li>• Career guidance and management</li> <li>• Experience and networks</li> </ul>
	<p><b>Suggested areas for development</b></p> <ul style="list-style-type: none"> <li>• Students can seem uninterested in some of the extra events going on e.g. Research Showcase guest speakers, and don't tend to attend if outside of their timetabled classes. Could these be tied in to attendance or highlight incentives to increase participation?</li> </ul>	

Appendix B: The Embedding Employability framework (HEA 2015b)



Appendix C: The Plymouth Compass  
(Plymouth University 2017)

## REVISION HISTORY

Ver	Date	Author	Description
1.0	May 17	A Wilson	Conception
2.0	May 18	A Wilson	General update

## APPROVAL

Ver	Committee	Date Approved	Comments
1.0	CHEBOS	19 <sup>th</sup> May 2017	Approved
2.0	CHEBOS	24 <sup>th</sup> May 2018	Approved