

e3i Employability Case Study



Supporting young people's health

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|---|---|
| Subject group: | Education |
| Number of students involved: | 90 |
| Elements of the employability framework addressed: | <ul style="list-style-type: none"> ● Key skills development; ● PDP; ● Work related learning; ● Reflection on use of knowledge and skills: transfer of these to work environment; ● Career management skills; ● Preparation for specific professional areas; ● Enterprise, innovation and creativity. |

and letter of application. Students have also, throughout the module, been involved in reflection and action planning relevant to various transferable skills and encouraged to develop a personal progress file on which to draw to inform their assessment as well as future career management.

Virtual learning – the module Bb site contains a range of useful resources, such as links to the 'Windmills' programme, 'Prospects' and 'Hallam Volunteering' websites for example.

Assessment:

Students have to choose two transferable/career management/employability skills to critically reflect upon in terms of their own personal development in those particular areas. They must devote 750 words to each and make extensive reference to literature.

Students' portfolios contain an action plan which sums up their self assessment, target setting and actions taken in relation to the chosen skills above. This is completed electronically using the transferable skills action plan available under module documents. The action plan looks like this:

Description of learning and teaching approach adopted

Lectures:

Lectures by outside speakers on specific career options relevant to Early Childhood Studies graduates: e.g. Early Years Professional; teaching; Children's Centre management etc

Seminars:

Where small group activities are employed to look at transferable skills, reflection, interview skills and writing a CV

Transferable Skills Action Plan:

| Transferable Skills | Personal Strengths | Limitations/ Difficulties | Targets | Actions Taken |
|----------------------------|--|--------------------------------------|----------------|----------------------|
| | <i>Link to a particular situation and include evidence</i> | <i>Link to the same situation</i> | | |
| | | | | |

Students have to choose a career they may be interested in and list the skills needed for this particular option. They need to reference the source of this information.

Employability objectives and intended learning outcomes

Through engaging with the module students do all of the following:

1. Critically reflect on knowledge, learning and practice to inform the development of career management skills.
2. Review/develop PPD action plans.
3. Identify skills/abilities needed for different career options and plan and implement career management strategies.

Description of and tips for good practice; lessons learned

Good practice

Introducing students to transferable skills and their importance to being successful in the work 'market'; emphasising the importance of reflection, personal development and action planning and giving opportunities to practice these skills; getting many of the students to engage in developing a personal development progress file.

Lessons learned

With regard to this final point above, the students would have benefited from more support in developing their progress files, in that some chose not to engage in the process, which may well have been due to not being entirely clear on how to go about it. Had these students started off on our revalidated programme however, they would have developed, with a great deal of guidance and support, an e-portfolio at level 4, to be reviewed at level 5 (during the module in question). In other words, the career management input on our level 4 module (Healthy Childhoods) is pre-requisite to study on the level 5 (Supporting Young Children's Health). Thus on this occasion, because the current students transferred from the previous programme onto the revalidated one, the level 5 module had to include guidance on developing a PDP file, which, with hindsight, should have

been more intensive than it was.

Also, next time I deliver the module, I will place more emphasis on the art of reflection as this has proved to be an area that students sometimes appear to find difficult to grasp.

Key points of any feedback gathered or evaluation undertaken with students or staff

Formal feedback from students will be sought at the end of the module. To date, however, verbal student feedback has been largely positive. Many have commented on the fact that the module has made them think about the future in terms of possible careers and to take steps; volunteering; working on developing their transferable skills and seeking further careers advice for example, to enhance their job prospects. Of interest is the fact that a great number of students have commented on the fact that, had it not been for the module, they would have "buried their head in the sand" over such issues.

Resources used

- Links on Bb site outlined above
- Templates for reflection and action planning
- Reader
- Outside speakers
- Psychometric tests
- SHU leaflets on career management
- SHU Careers advisory service (for advice and material); Alison Mc Hale and Kent Roach specifically, whose help has been invaluable.

This information can be made available in other formats.

Please contact us for details.