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Toolkit Proforma

Title of Tool
Revisiting the Employability Development Journey
Category of content (Planning, Delivery, Evaluation)
Evaluate: Feedback from Students
Summary – max. 100 words
Feedback on curriculum and teaching can take the form of a qualitative assessment of enjoyment or relevance, but an impact measurement can be a more meaningful way to engage students in the value to them of their curriculum and learning. Building on use of the <i>My Employability Development Journey</i> tool in the Toolkit (Deliver: Student Participation), students can reflect on their progress in employability development, which can be useful and relevant if 'employability' is new to them. This tool returns to the same principles of ipsative assessment as in the <i>My Employability Development Journey</i> tool, enabling students to return to the goals they originally set for their employability development and to reflect on their progress. This approach can be used in conjunction with any activity or programme in any mode of delivery.
Learning For/About/Through
Learning Through
Learning Outcome(s)/What is the change expected?
Students will consolidate their awareness of their employability and how it is developing, and be able to set their own goals for that journey.

In-Person	Online	Hybrid	Small Cohort (<25)	Medium Cohort (25-75)	Large Cohort (>75)	Fixed learning space	Flexible learning space	Synchronous	Asynchronous
X	X	X	X	X	X	X	X	X	X

<p>Core Content</p> <p>Purpose of this Tool: Students can find it difficult to see their progress in employability development, particularly if 'employability' is new to them. Using principles of ipsative assessment, students return to the original goals they set for starting and completing their employability development through this module or course. This approach can be used in conjunction with any activity or programme in any mode of delivery.</p> <p>Learning Outcomes: Students will consolidate their awareness of their employability and how it is developing, and be able to set their own goals for that journey.</p> <p>To use this Tool you will need:</p> <ul style="list-style-type: none"> The Handout in digital or paper form The graphic of the Employability Development Journey from this tool (identical to the original <i>My Employability Development Journey</i> tool in the Deliver section of this Toolkit) You may also want to use the model in <i>Understanding Barriers to Students Employability Development</i> to help learners identify and articulate barriers they may have faced or anticipate facing <p>To prepare in advance, you will need to:</p> <ul style="list-style-type: none"> Ideally have used <i>My Employability Development Journey</i> earlier in your module or course, so that the students are already familiar with the journey model and have already set their starting point Identify an opportunity at the end of the activity or module when the students will reflect on their distance travelled and the stage of their Employability Development Journey that they have achieved Re-read the <i>Notes on Learning Gain for Educators</i> to remind yourself how the tool works

- You may also like to review the pdf *Understanding barriers to students' employability development* to understand more about why and how students may have experienced barriers to engaging with employability and its development

To prepare the students in advance, you may wish to:

- Remind them that they have already set their goals for My Employability Development Journey at the start of the course
- Decide whether to use the Tool graphic as part of this introduction
- The steps for using this Tool are on the Handout.

Step by step approach:

- Ask the students to review steps 1 and 2 on the Handout: *Where did I start?* and *Where did I hope to get to?*
- Reassure the students that they are not being assessed on whether they have achieved the goal they set or not; setting goals for their employability development helps them identify what they want to achieve, and helps them recognise their progress in developing their employability, whether that is through this curriculum learning, or across the many other things they do in your academic learning and beyond.
- How does their current stage on the Journey relate to the initial goal they set themselves at the start?
- What have they reflected on during their Journey in this module?
- What other employability development do they think they have made through other curriculum and extra-curricular experiences?
- Reassure them that employability is something they are developing all the time, through academic learning and all the other things they do, now and throughout their future working lives
- Propose to them that keeping these goals in mind can be helpful as their careers and working lives develop
- You may wish to use the pdf *Understanding barriers to students' employability development* to help students identify and articulate any barriers they have experienced to engaging with employability and its development

Graphic - what image is being associated with this tool, if applicable

Employability Development Journey LG Tool Graphic

Understanding Barriers to Students' Employability Development (optional)

Links to Relevant Resources (both within the toolkit and outside)

In this Toolkit: EVALUATE: Feedback from Students – Revisiting My Employability Development Journey

- *Revisiting the Employability Development Journey Handout*
- *Employability Development Journey LG Tool Graphic*
- *Learning Gain Notes for Educators*
- *Understanding Barriers to Students' Employability Engagement*