

# The UCSD Enterprise and Employability Framework (2022 – 2023)

## Contents

The UCSD Enterprise and Employability Framework (2022 - 2023) .....	1
Overview .....	2
Criterion breakdown .....	3
1. Job-specific skills.....	3
2. General Skills .....	5
3. Digital Skills .....	6
4. Practice and experience.....	7
5. Career Guidance.....	8
6. Enterprise.....	10
7. Personal Development .....	11
8. Professional Behaviours .....	12
9. Networking .....	13

## Overview

At UCSD, our aim is to support students to become 'work ready' graduates. Employability is a way of thinking about skills and experience in terms of how they can meet the needs of employers. As a form of support, this means that employability reflects one of the myriad ways students are encouraged to reflect on their experience in the Student Support Hub (Vince and Jones forthcoming).

Building from this understanding, the UCSD Enterprise and Employability Framework consists of 9 criteria. These are:

- 1) Job-specific skills
- 2) General skills (aka. Transferable skills, 'soft' skills)
- 3) Digital skills
- 4) Practice and Experience
- 5) Careers Guidance
- 6) Enterprise
- 7) Personal Development
- 8) Professional Behaviours
- 9) Networking



Figure 1 - UCSD Enterprise and Employability Framework criteria

## Criterion breakdown

### 1. Job-specific skills

#### Definition

Students demonstrate the specialist and technical knowledge and skills needed by employers (in my sector) locally and nationally.

#### Features

- Will be specific for different curriculum areas.
- Reflects common requirements of jobs, specific qualifications, expectations and competencies of behaviour and practice.
- Evidenced primarily by studies.
- Students demonstrate by assessment and accreditation.

#### Evidence

- ILOs (overview)
- Module LOs (specific)
- Assessments (specific)
- Qualifications
- Training
- Subject Benchmarks
- Employability Action Form
- Engagement with employers (i.e. involvement with curriculum design)

#### Examples

- **Specialist (specific knowledges)**
  - Research methodologies
  - Construction project management
- **Technical (specific skills)**
  - SPSS software
  - Operating specific machinery

#### Resources

- [Labour Market Information data Torbay](#)
- Subject Benchmarks
- [DCMS \(2021\) Quantifying the UK Data Skills Gap - Full report](#)
- [Allas, T. et al. \(2019\) The future of work: Rethinking skills to tackle the UK's looming talent shortage, McKinsey & Company](#)

## 2. General Skills

### Definition

### Features

- Will (likely) use a general list.
- Evidenced primarily by engaging with course, experience, and co/extracurricular activities.
- Students demonstrate by engaging with studies, work experience, co/extracurricular activities, training, and life experience.

### Evidence

- ILOs (overview)
- Module LOs (specific)
- Assessments (specific)
- Qualifications
- Training
- Employability Action Form

### General Skills breakdown

- a) Critical thinking and argumentation skills (i.e. essays)
- b) Research skills (i.e. citing correctly)
- c) Project Planning skills (i.e. extended projects)
- d) Organisational skills (i.e. goal setting)
- e) Communication & interpersonal skills (i.e. public speaking, negotiation)
- f) Numeracy (i.e. working with numerical data)
- g) Literacy (i.e. good written English)
- h) Management skills (i.e. leading a team project)
- i) Teamwork (i.e. a team project)
- j) Application and problem-solving skills (i.e. applying ideas to a problem)

### Resources

- [Swain, R \(2021\) What skills do employers want?, Prospects](#)
- [DCMS \(2021\) Quantifying the UK Data Skills Gap - Full report](#)
- [JISC Employability toolkit](#)
- Programme Quality Handbook Module Mapping Lists

### 3. Digital Skills

#### Definition

Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.

#### Features

- Will (likely) use general list (see below).
- **Evidenced** primarily by engaging with course, experience, and co/extracurricular activities.
- Students **demonstrate** by completing a HE course, possibly accreditation via training, possibly focus of course/module.

#### Evidence

- ILOs (overview)
- Module LOs (specific)
- Assessments (specific)
- Qualifications
- Training
- Employability Action Form
- Co/extracurricular activities (evidenced in a PDP)

#### Digital Skills breakdown

- a) Using devices
- b) Finding and evaluating information
- c) Creating and editing
- d) Managing and storing information
- e) Communicating
- f) Digital wellbeing
- g) Transacting
- h) Processing numerical data
- i) Being safe and responsible online
- j) Protecting privacy

#### Resources

- [DfE \(2019\) National standards for essential digital skills](#)
- [DCMS \(2021\) Quantifying the UK Data Skills Gap - Full report](#)
- [JISC Employability toolkit](#)

#### 4. Practice and experience

##### **Definition**

Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.

##### **Features**

- Course specific and general (see list below) - immediate and extended
- Evidenced primarily by engaging with opportunities in course, along with finding opportunities outside study (i.e. Volunteering).
- Students apply by engaging with above activities, possibly accreditation.

##### **Evidence**

- ILOs (overview)
- Module LOs (specific)
- Assessments (specific)
- Learning activities (specific)
- Qualifications
- Training
- Employability Action Form
- Co/extracurricular activities (evidenced in a PDP)

##### **Practice and experience breakdown**

###### **Short Term**

- Authentic Assessment
- Learning activities
- Trips/Visits

###### **Extended**

- Placements
- Work Experience
- Shadowing
- Volunteering

##### **Resources**

- [UCSD 'Jobs and work experience' website](#)
- [Prospects \(2019\) 'Work placements'](#)
- [JISC Employability toolkit](#)

## 5. Career Guidance

### Definition

Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.

### Features

- Course specific and general (see list below) – in course and specific Career's Guidance (HE Employability)
- Evidenced by engaging with HE Support Hub, extra training, specific modules, tutorials.
- Students have opportunities to consider by engaging with above activities, possibly accreditation.

### Evidence

- ILOs (overview)
- Module LOs (specific)
- Assessments (specific)
- OnTrack
- Engagement with HE Employ
- Progression data
- Student PDP
- Employability Action Form
- Co/extracurricular activities (evidenced in a PDP)

### Career Guidance breakdown

- a) Recognising, mapping, evidencing, planning skills
- b) Workshops and training
- c) 121s
- d) Online guidance
- e) Referrals
- f) Knowledge of job market for local/national/global area and industry/sector
- g) Tutorials
- h) Course modules
- i) Careers Employability Centre
- j) Online profiles (i.e. JobTeaser)



## Resources

- [UCSD 'Employability and Next Steps' guidance](#)
- [DfE \(2021\) Skills for Jobs: Lifelong Learning for Opportunity and Growth, Chapter 3.6](#)
- [CDI \(2018\) Post-16 Learning Outcome Statements](#)
- [Gatsby Benchmarks](#)
- [DfE \(2021\) Careers Statutory Guidance](#)

## 6. Enterprise

### Definition

Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.

### Features

- Course specific and general (see list below) – in course and specific HE Employability
- Evidenced by engaging via course, extra training, specific modules, tutorials, extra schemes.
- Students create ideas whilst engaging with above activities, possibly specific enterprise/entrepreneurship activities.

### Evidence

- ILOs (overview)
- Module LOs (specific)
- Assessments (specific)
- Project work
- Progression data
- Student PDP
- Employability Action Form
- Co/extracurricular activities (evidenced in a PDP)

### Enterprise breakdown

- a) Opportunities to take risks based on ideas
- b) Project planning and management
- c) Resource management
- d) Mentorship
- e) Spotting opportunities in industry/sector
- f) Learning about self-employment
- g) Learning about creating business (venture creation)
- h) Opportunities to innovate
- i) Understand value creation in industry/sector

### Resources

- [UCSD 'Employability and Next Steps' guidance](#)
- [QAA \(2018\) Enterprise and Entrepreneurship Education](#)

## 7. Personal Development

### Definition

Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.

### Features

- Will (likely) use general list (see below).
- Evidenced by engaging with tutorial curriculum, students logging, utilising HE Student Support services.
- Students have opportunities to reflect on who they are, studies, aspirations etc.

### Evidence

- ILOs (overview)
- Module LOs (specific)
- Assessments (specific)
- OnTrack
- Student PDP reflections
- Engagement with Student Support Hub
- Employability Action Form

### Personal Development breakdown

- a) Managing changes and transitions
- b) Identifying choices and opportunities
- c) Planning and deciding on future career
- d) Personal values
- e) Personal aspirations
- f) Reflecting on your progression: where do you want to be/how do I get there
- g) Awareness of health/lifestyle
- h) Wellbeing

### Resources

- [CDI \(2018\) Post-16 Learning Outcome Statements](#)
- [Prince's Trust \(2018\) Personal Development and Employability Skills](#)
- [JISC Employability toolkit](#)

## 8. Professional Behaviours

### Definition

Students display the professional behaviours required of best practice and suitable for general employment.

### Features

- Will (likely) use general list (see below).
- Evidenced primarily from engagement with UCSD (i.e. attendance), personal tutor feedback, students logging activities, Employability Activity Form.
- Students display via engaging with HE study, possibly specific training and accreditation.

### Evidence

- ILOs (overview)
- Module LOs (specific)
- Assessments (specific)
- Programme feedback
- Student PDP reflections
- Engagement with HE Employability
- Employability Action Form
- Tutorial curriculum

### Professional Behaviours **breakdown**

- a) A constructive attitude
- b) Good personal presentation
- c) Integrity
- d) Reliability
- e) Timekeeping
- f) Personal organisation
- g) Team-worker
- h) Adaptability
- i) Resilience
- j) Customer focussed

### Resources

- [Jobs.ac.uk, Employability: What Are Employers Looking For?](https://www.jobs.ac.uk/employability-what-are-employers-looking-for/)
- [JISC Employability toolkit](https://www.jisc.ac.uk/employability-toolkit/)

## 9. Networking

### Definition

Students have opportunities to **grow** and **utilise** personal networks of support for a wide range of career- and industry-related activities.

### Features

- Will (likely) use general list (see below).
- **Evidenced** primarily from engagement with UCSD (i.e. attendance), personal tutor feedback, students logging activities, Employability Activity Form.
- Students **grow** networks by engaging with HE study, further opportunities to meet with others, specific events.

### Evidence

- ILOs (overview)
- Module LOs (specific)
- Student PDP reflections
- Tutorial curriculum
- Employability Action Form
- Social media

### Networking breakdown

- a) Develop personal networks (friends, family)
- b) Develop organisational networks (staff, colleagues at UCSD)
- c) Develop occupation specific networks (industry contacts, students at different institutions)
- d) Consider different reasons for networking
- e) Experience networking
- f) Networking on social media
- g) Mapping your network
- h) Etiquette

### Resources

- [Townsend, M. & Gustar, G. \(2015\) Week 5: Social and employment networking, Open University](#)
- [JISC Employability toolkit](#)