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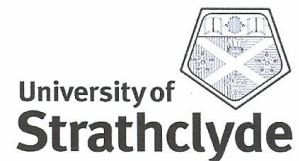
**Baseline study of employability-related activities
in Scotland's colleges**

Final Report

November 2006

**Ian Finlay
Sheila Semple
Summer Kenesson
Jess Duncan
Anne Nicolson
Liz Seagraves**

The Quality in Education Centre
University of Strathclyde
Faculty of Education
Jordanhill Campus
76 Southbrae Drive
Glasgow G13 1PP



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1.0 Executive summary

- 1.1 In October 2004, the Scottish Funding Council (SFC)'s predecessor bodies, the SFEFC and the SHEFC, published *Learning to Work* (SFC 2004), a discussion paper about how Scotland's colleges and universities can help to enhance learners' employability. In subsequent dialogue with stakeholders, there was agreement that employability should be a specific focus for quality enhancement in the college sector from 2006-07. As a basis for further development, the SFC commissioned this study to provide information on the range of current activities and practices in Scotland's colleges which contribute to enhancing employability.
- 1.2 In the document, *Learning to Work* (SFC 2004), employability is defined as 'a set of achievements – skills, understandings and personal attributes – that make individuals more likely to gain employment and be successful in their chosen occupations'. Employers want pro-active people, who can take responsibility; who can contribute to the success of their organisation; who can understand the work ethic and who are able to reflect on and evaluate their personal performance. It is recognised by all stakeholders that well-developed 'soft skills' are essential for employability, and this is reflected in the priority given to employability activity in policy and practice.
- 1.3 Our approach to this study was based on a combination of desk research and qualitative and quantitative research methods. The research was designed to follow successive stages, with each stage forming the foundation for the next stage of study, thereby building on an ever increasing knowledge base. The stages included desk research, on-line questionnaires, eight case studies, and a series of workshops.
- 1.4 We decided that we would conduct two surveys. The first would be aimed at a senior manager within each college and would collect data at the college level about strategy and procedures. We would also conduct a second survey of heads of faculty, school or department to identify operational aspects of employability activities. Forty-three colleges were invited to participate.
- 1.5 The senior managers' survey addressed mainly college-wide and collaborative activities. The survey findings showed that nearly all colleges offer some courses that include work-experience, although these do not necessarily cover all curriculum areas and levels. Employers also participate in careers awareness events and speak to students, and in some colleges employers were engaged in course development, for example, through participation in liaison or advisory groups, course boards and committees or programme review boards.
- 1.6 Another activity that frequently appeared as a college-wide approach was the provision of student resources to raise awareness and foster the development of employability skills. Most referred to some form of development plan with a range of names (personal development plan, personal learning plan, individual learning plan, student learning plan, learning log, progress log), with some mentioning associated toolkits and guidance to support their use. Enterprise skills appeared less frequently as a part of college wide initiatives for learners.
- 1.7 From the responses, it is clear that career education and guidance is part of established provision in colleges. Some respondents mentioned having service-level agreements or partnerships with Careers Scotland, with some reporting that policy is outlined in the partnership document. Respondents also emphasised the importance

of student services offering central support; and the inclusion of guidance and career planning as required units and/or provision within courses.

- 1.8 Various collaborative ventures between colleges were identified. These targeted specific groups or were part of funded initiatives. Location does not appear to be a factor in collaboration with other colleges, except among the most remote colleges: unsurprisingly, island colleges and some of those where they are the one main provider of FE in an area indicated that they did not collaborate formally with other colleges on employability, enterprise and career education issues.
- 1.9 Figures provided by respondents indicated that some colleges had undertaken staff development that targeted the majority of staff. Examples relating to such college-wide developments addressed specific issues, for example support for staff in introducing personal development plans/individual learning plans for students, or taking account of employability and citizenship. The greatest perceived needs in relation to staff development included the need to increase awareness of what was meant by employability skills, where and how they were already incorporated in teaching and learning approaches and what work needed to be done to make further progress. Some suggested that this would be helped by examples of good practice and sharing of learning materials.
- 1.10 The heads of faculties/departments were surveyed to investigate the extent to which employability, enterprise and career issues were addressed in courses, either as discrete units or as embedded approaches to teaching and learning. These were challenging issues to address given the diversity of the provision in further education colleges in terms of the level, purpose and length of courses, types of students and the balance between full- and part-time provision. A further challenge is the different management and curriculum organisation in colleges and the different titles for the management roles of staff.
- 1.11 Respondents were asked to indicate the proportion of courses on offer in their area of responsibility which contained discrete units to address employability, enterprise or career issues. Course providers are more likely to include units about employability and reflecting on the development of employability skills in their full time courses than units which focus on career and employment seeking skills. Only a few include enterprise and enterprise projects. Discrete units are less likely to be part of part-time courses than full-time courses. There is diversity of practice across providers in relation to similar types of courses, with some providers engaging all students in discrete units and some no students.
- 1.12 More students are likely to experience units relating to employability skills and career education and guidance than enterprise. Discrete units addressing employability issues are most likely to be found in lower level SVQ awards and in courses for jobseekers. Where SVQs are undertaken by those already in employment, it is less likely that they would complete career units addressing issues such as job-seeking skills.
- 1.13 Different approaches to teaching and learning are used to encourage the development of employability-related skills. Respondents were asked to estimate the proportions of students who experienced different approaches to teaching and learning within discrete units. Those most likely to be experienced by students include coaching and mentoring by college staff, the use of IT and multimedia resources, working on projects and structured self-review (using checklists). The use of peer review is not well established. While employers are invited to speak to students in some cases, more engaged involvement in student learning, such as

reviewing and setting targets and coaching by people from outside the college, does not occur frequently.

- 1.14 In addition to discrete units, it is considered that employability, enterprise and career planning skills are learned effectively when they are included along with other learning goals. They should be made explicit but taught and applied in the context of other learning. Knowledge should be acquired and applied in relation to real-life problems and issues, and the college setting should replicate key features of real work settings.
- 1.15 Collaboration within departments and courses is most likely to be found with employers, and least likely with 'entrepreneurs', perhaps reflecting the generally lower emphasis on enterprise found in relation to other questions. Collaboration with local enterprise companies and other colleges was less common than involvement with employers. Other partners identified by respondents were Careers Scotland and Jobcentres, local learning partnerships, sector skills councils and training bodies, social work departments, local authorities, supported employment agencies, voluntary organisations, social inclusion partnerships, schools and universities.
- 1.16 Departmental respondents were asked to identify what they perceived as the greatest staff development needs in relation to improving students' employability, enterprise and careers knowledge and skills. The responses fell into two main categories; updating for staff with relevant workplace knowledge and skills and awareness of the present day job market, and understanding of employability and enterprise issues and how to embed them into courses.
- 1.17 Respondents were asked what plans they had for further developments, specifically in relation to employability and enterprise. A small number indicated that they would be expanding existing strategies; for example, where something had been tried with a group of students, it would be used more widely. The majority of comments related to various ways of raising awareness of employability issues. Specific activities included: developing integration within awards and courses; using stand-alone units; appointing staff or allocating responsibility to existing staff to include employability and enterprise issues; introducing or extending the use of learning logs/profiles/PDPs; better use/development of guidance 'slots'; and developing a resource centre.
- 1.18 A further group of responses related to strengthening links with employers, such as more opportunities for student work experience and more involvement of employers as guest speakers on courses and in student reviews. Other proposals included working with the NEET group, using former students as mentors and developing links with European colleges that are committed to raising employability and enterprise skills and developing co-operation and exchanges of ideas, students and staff.
- 1.19 The survey questionnaires included an opportunity for respondents to identify any particular examples of good practice in employability activities from their college. These responses were used to identify a group of college activities for further investigation as best practice case studies. Six case studies were identified from the questionnaire, one was selected from the initial review of college strategic plans and materials and another was identified from an employability event in March 2006.
- 1.20 The case studies were selected to ensure coverage of a range of employability themes, as outlined by the SFC, including both college-wide practice and activities within particular curriculum areas. These were:
 - Embedding employability skills and attributes

- Provision of work-related experience
 - Opportunities to develop enterprise and self-employment skills
 - Support for learners to reflect on and record achievement
 - Support for learners to develop career planning skills
 - Provision of career guidance
 - Employer engagement
 - College wide strategy to embed and evaluate employability practice
 - Potential for collaboration
 - Staff development
 - Learner journey: pre-entry/induction, on-course, and pre- and post-exit.
- 1.21 The next element of the study included three workshops for stakeholders, two for college teaching and management staff, and one with a particular focus on guidance practitioners. In addition, the report was provided to principals via an Association of Scotland's Colleges Principals' Forum on 11 September 2006, with a request for feedback to the research team. A further presentation was made at a meeting of the steering group of the Guidance SFEU community of practice on 2 October, 2006.
- 1.22 Feedback from principals indicated that the findings accurately reflected the range and extent of the development of employability skills in Scottish colleges. The material presented in the report should enable college management and teams to reflect on the effectiveness of their own provision and plan for further developments. The challenge is to find a way of presenting this to staff in a way that raises awareness amongst staff and encourages them to introduce new approaches to addressing employability issues.
- 1.23 Some workshop participants felt that much of the 'core work' of colleges, which was about developing employability, was perhaps not adequately reported. There was agreement that enterprise skills and attributes were less likely to be addressed in college programmes.
- 1.24 The survey had indicated that collaboration with employers was high, but that collaboration with other colleges was less common. It was reported in the workshops that in relation to the modernisation of higher national units consultation with employers was a requirement to ensure that the provision met the needs of the employers and that all units included technical knowledge, technical skills and soft skills. These developments also required collaboration between colleges in the writing of the unit.
- 1.25 The term 'embedding' may not be the best term to describe what is to be achieved. Reference was made to the embedding of core skills in national qualifications, where it was assumed that if a unit had been successfully completed, certain core skills were also successfully achieved. The emphasis should be on 'making visible'; an analogy was drawn with 'weaving' – different strands are woven together to make a whole picture, but the strands are visible.
- 1.26 Workshop participants noted that it was important to have a broad view of employability, which can be defined on a continuum from very specific job-related training to developing a breadth of skills and knowledge. The link between employability and personal effectiveness was highlighted. A lack of a sector-wide understanding of and strategy for employability was identified as a challenge to colleges.

- 1.27 Student perceptions of employability were raised as an issue for providers. Some learners do not value or see the relevance of being asked to focus on core or soft employability skills as they are attending college to learn job specific knowledge and skills. Another challenge in relation to students was that, for some, unemployment was 'embedded' in their culture and therefore the process of developing a 'work ethic' was more difficult and a long term process.
- 1.28 It was noted that some employers were more difficult to engage than others and that employers' expectations of what students should be able to do on completion of a college course varied. Some were more willing than others to take responsibility for the ongoing development of the students once they employed them. Colleges welcomed longitudinal studies which would help to assess the effectiveness of employability practice.
- 1.29 Particular reference was made to good practice where guidance provision was contextualized within the vocational programme, especially where it supported work experience. Variation in partnership arrangements with Careers Scotland were raised in the workshops. However, where Careers Scotland staff worked full time in a college, this was seen to be very effective.
- 1.30 It was noted that college staff are being asked to focus more explicitly on employability and enterprise in a context of rapid curriculum and assessment change; development needed to occur at a pace which did not produce 'initiative overload'. It was viewed that 'embedding' employability is a highly demanding process and that some lecturers, as noted above, require development of their own skills in order to be able to deliver 'soft skills'. Access to the workplace for lecturers was considered an important part of understanding the current needs of workplaces and being able to help students develop relevant skills.
- 1.32 There was no obvious difference in the impact or significance of the initiatives that resulted just from their source of funding although there may have been differences in scale. In general, however, colleges felt that employability activity required additional support, as it involved substantial investment of staff time. It was suggested that there could be more progress made to correlate SFC employability priorities with the HMle framework, to further enable colleges to take a single strategic approach to developing and delivering employability activities.
- 1.33 Participants reported that part-time students are often employed during the part of their time that they are not in college so develop employability skills in their employment. Other participants pointed out that the majority of full-time students also work and so are exposed to the demands of employment. The importance of helping students to identify the specific and general skills gained in employment, even though it was not specifically in the area of employment related to the college course, was identified as a priority for college staff.
- 1.34 The following priorities for further development were identified by workshop participants:
- It is important to have a shared framework for development for the further education sector, with guidance and examples on how to incorporate employability, enterprise and careers issues into other units, and which makes employability skills and attitudes visible and explicit for staff and students
 - Additional funding is required to support extensive developments, including support to take forward practice developed by enthusiasts into other areas of the curriculum.

- Appropriate performance indicators are required; for example, progressing to employment or higher education is not currently widely used as a performance indicator for colleges.
- Labour market intelligence, consolidated and presented to colleges in a format which directly relates to further education provision and employability activity, would be welcomed.
- Further research which directly involved learners (and parents), and which focused on the learners' understanding of employability, aspirations for employment, and expectations from providers was recommended.

2.0 Introduction to the research

In October 2004, the Scottish Funding Council (SFC)'s predecessor bodies the SFEFC and the SHEFC published *Learning to Work* (SFC 2004), a discussion paper about how Scotland's colleges and universities can help to enhance learners' employability. This paper confirmed the widely held understanding that employability is not solely a discrete activity undertaken as an addition to an existing programme of study, but that it should be at the heart of the teaching and learning process.

Learning to Work was developed through extensive discussion and consultation with a range of individuals and groups, as well as a review of the literature available. The paper has been used as a basis for discussion and debate with the key stakeholders. All of these stakeholders have responded positively to the ideas presented in the paper, and to the principle of working together to further these ideas. The evidence for this is already apparent: for example, the quality enhancement theme on employability, in the university sector, and the 'Focus on Learning 2' project, in the college sector, are both illustrations of ways in which the ideas which surfaced in *Learning to Work* have been developed at sector-wide level in recent months. In subsequent dialogue with the college and university sectors and other stakeholders, there was widespread agreement that employability should be at the heart of the learning experience and that Learning to Work provides a useful framework for pursuing further development in that area.

One of the outcomes from that dialogue was that the FE Quality Working Group (comprising representatives from the Association of Scottish Colleges, the National Union of Students, Her Majesty's Inspectorate of Education, the Scottish Further Education Unit, the Quality Improvement Forum and the Funding Council) agreed that employability should be a specific focus for quality enhancement in the college sector from 2006-07. As a basis for further development, the SFC commissioned this study to provide information on the range of current activities and practices in Scotland's colleges which contribute to enhancing employability.

2.1 Review of recent literature

2.1.1 *Employability: concepts and definitions*

In the document, *Learning to Work* (SFC 2004), employability is defined as 'a set of achievements – skills, understandings and personal attributes – that make individuals more likely to gain employment and be successful in their chosen occupations'. This builds on previous experiences, in school, at work and in life and relates to the personal qualities that influence employability. The 'knowledge economy' demands an increasingly highly-skilled, creative and flexible workforce which is ready to manage change effectively. Employers want pro-active people, who can take responsibility; who can contribute to the success of their organisation; who can understand the work ethic and who are able to reflect on and evaluate their personal performance. It is recognised by all stakeholders that well-developed 'soft skills' are essential for employability. Research amongst employers indicates that they value the following skills and attributes:

- working with others to achieve a common goal
- effective time management, planning and organising
- self belief, expectations and aspirations
- effective written and oral communication skills
- problem solving
- the ability to learn and to continue learning
- the ability to handle interpersonal situations.

However, 'Learning to Work' recognises that definitions of employability vary, according to who is defining it, what their interests are and where their influence lies. Broadly speaking, employability relates to an individual's chances of progressing into and through the labour market successfully, according to what they choose to do.

A number of environmental factors might influence employability, such as:

- available job opportunities
- location of opportunities
- guidance and support available
- health
- family circumstances
- employers' perceptions of the type of person they want in the job
- the culture and ethos of organisations

Employability: Implementation Plan for Learning to Work (SFC 2006) gives details of the actions the Scottish Funding Council will take to support the implementation of the ideas presented in *Learning to Work*. It recognises that, in some ways, college provision addresses employability quite explicitly. Most learners are already in work, this report suggests, defining 'work' as part-time, full-time, casual, or work-related learning, and the curriculum is largely geared towards preparing learners for specific jobs and professions. Many courses run on the basis of developing 'generic' abilities, such as working in teams. But enhancing employability is not a discrete activity to be undertaken in isolation of the rest of the learning experience: rather it should be one of the outcomes of effective learning and teaching. The FE Quality Working Group has responded by selecting employability to be the next enhancement 'theme' for Scotland's colleges, 2006-2007.

The messages in *Learning to Work* are entirely consistent with the principles which underpin the Scottish Executive's enterprise programme for schools, *Determined to Succeed* (SEED 2002). There are clear links between employability and enterprise. The economy demands innovation and creativity to compete successfully in global markets; qualifications alone are no longer sufficient to access employment. *Futureskills Scotland: The Labour Market for Graduates in Scotland* (Bates *et al* 2006), reports a continuing trend in which the sharp increase in graduates is fully absorbed by a corresponding increase in demand. There are not too many graduates and no evidence of the wrong type. The report also says that younger graduates (under age 25) are more likely than older ones to work in non-graduate jobs but much of this is a transitory experience in the early years after graduation. Employment rates are higher for graduates than they are for non graduates. There are some who are highly qualified academically, yet who are ineffective in the work environment. The needs of employers and industry are central. Supporting stronger employer-institution partnerships is key: the benefits are evident, but pressure on employers' time and resources means that securing initial engagement, and sustaining it thereafter, is often difficult.

2.1.2 Employers and employability

Futureskills Scotland surveys, contained in the *Association of Scottish Colleges paper* (ASC October 2005), confirm that employers are more concerned about skills gaps, i.e. employees without adequate skills to do the work, rather than skills shortages, i.e. insufficient recruits for the jobs they offer. *Futureskills Scotland* define skill gaps as 'when someone who is in a job is judged by his or her employer to be not fully proficient'. While skill shortages refer to applicants for a job, skill gaps refer to those already in employment (the definition could encompass any skill, be it generic, professional or vocational).

The Scottish Employers Skill Survey 2004 states that 'skill gaps arise mainly because of weaknesses in the softer core skills such as planning and organising, customer handling skills and problem solving.' 'Hard to fill' vacancies, according to *Futureskills Scotland*, cannot be directly equated with 'skill shortage' vacancies. There may be a number of reasons why people with suitable skills do not apply i.e. employers' reputation, or wages offered. Currently, industries such as construction, financial intermediation and real estate are reporting difficulties in recruiting, reflecting both hard to fill vacancies and skill shortages.

Business engagement with Scotland's colleges is not limited to enhancing provision for full time learners. In the same *Futureskills Scotland* survey, 23% of businesses said that they used colleges to provide staff training, with the construction sector the most likely to choose colleges. Businesses recognised that colleges serve:

- student demand, for choice and progression
- employers' requirements, for skills and enterprise
- society's needs, for employability and social inclusion.

Students, too, appear to recognise that colleges exist to serve their needs. The *Scottish Executive's Review of Scotland's Colleges* (SEED 2006a), states that two-thirds of all those who had enrolled in colleges in 2005-6 had no previous qualifications recorded. It also notes that a significant number of entrants came to colleges with very limited prior engagement with structured learning: for example, some had left school to work, while others perhaps had become disengaged due to negative experiences with formal education in earlier life.

The majority of courses offered in colleges are vocationally-based. Scottish Vocational Qualifications (SVQs) are the Scottish Qualifications Authority's (SQA) most rapidly expanding qualification block, with entries rising from 31,560 in 2001 to 47,149 in 2005. Over 90% of all candidates taking SVQs at level 4 or 5 were from the over 30s age group. There was a slight rise in workplace assessment Personal Development Awards (PDA) entries which are designed for people who are already in a career or vocation and who wish to gain recognition or extend their skills. They may be taken at a student's workplace or at college (SQA 2005a).

2.1.3 Developments and progress

A recent development has been Skills for Work courses, offered in Scottish colleges and schools, mainly for pupils in 3rd and 4th years of secondary school. The aim of these courses is to enable young people to develop practical vocational skills and to improve their employability prospects by developing a range of employability skills. In the first year of the pilot, 2005-2006, there were 5 courses, mainly taken in FE colleges in partnership with schools.

The new qualifications offer a variety of practical experiences that are linked to particular careers. They aim to help young people acquire knowledge and develop skills, such as:

- an understanding of the workplace
- personal responsibility for timekeeping, appearance, customer care
- improved self evaluation
- the capacity to analyse and solve problems
- adaptability and a positive attitude to change

Assessment is continuous throughout the course. It involves completing a range of different tasks, including short tests and personal record keeping.

Courses offered in 2005-6 were:

Construction crafts	Intermediate 1
Sport and recreation	Intermediate 1
Early years and child care	Intermediate 1 & Intermediate 2
Financial services	Intermediate 2

In addition, the following will be piloted in 2006-2007:

Construction crafts	Intermediate 2
Hairdressing	Intermediate 1
Sport and recreation	Intermediate 2
Rural skills	Intermediate 1
Construction and engineering	Access 3

As part of the *Learning to Work* developments a consortium of Scottish Colleges led by Adam Smith College, funded by the SFC Strategic Development Fund, addressed a range of employability issues. The resulting report, entitled *Focus on Learning 2* (SFEU 2006), described employability interventions they had developed. A brief outline of some of this work is described here.

- *Aberdeen College* focused on English as a foreign language and barriers to employment for EFL students.
- *Adam Smith College* looked at inclusion and citizenship, with citizenship activities incorporated in computing students' programmes of work.
- *Cardonald College* addressed emotional intelligence and provided activity-based workshops designed to challenge students and raise motivation.
- *Dumfries and Galloway College* aimed to improve the employability skills of students of 'Pre-vocational construction' and 'Introduction to care'.
- *North Glasgow College* had an intervention aimed at developing the 'soft skills' of students who were asylum seekers, as well as their proficiency in English.
- *Reid Kerr College* developed an integrated approach to learning with school leavers facing barriers to employment due to poor self esteem, low qualification levels and basic skills problems.

Colleges in Scotland, therefore, appeared to be attempting to address the needs of their students and to be aware of the needs of employers. In a report by HMle on inspection and review 2002-2005 (HMle 2005), the following key themes were identified as aspects for further improvement within the college sector:

- the further development and implementation of rigorously systematic self-evaluation procedures, with the particular aim of improving retention and achievement
- using data to evaluate the effectiveness of programme delivery
- enhancing self-evaluation procedures to take enhanced account of the learner's views
- share good practice with other colleges
- ensure the continuation of guidance and support mechanisms for students.

A number of these key themes can be considered as having clear links to employability. For example, personal development reviews as part of guidance and support mechanisms for students must inevitably focus on the development of employability skills within the learning environment; the effectiveness of programme delivery might well include the extent to which (and how) employability skills are delivered and the programme's responsiveness to employers' needs.

In addition, there has been considerable development in supporting staff development in connection with employability practice. For example, the professional updating programme was developed in response to the report, *Key Priority Staff Development Needs in Scotland's FE Colleges*, published in August 2004. One of the conclusions in the report was that there was a need to create innovative and more effective models to enable staff in colleges to continually update their technical or subject knowledge and skills.

The £500k SFC-funded programme began in 2005 and is supporting four pilot projects until December 2006. In total 30 colleges are involved in four collaborative projects, led by Edinburgh's Telford College and Cardonald, Elmwood and Lauder colleges. The outcomes of each project will be shared with all colleges.

2.1.4 Employability in English FE colleges

In England, the Foster Report, *Realising the Potential* (DfES 2005), which was part of a review of Further Education (FE) colleges, calls for a clear purpose and role for FE colleges focused on improving employability and supplying economically valuable skills. FE colleges are to be the engines of social and economic growth, providing young people and adults with the necessary skills to meet the country's economic demands. The White Paper which followed in March 2006, *Transforming Young Lives and Driving up Skills for the Future* (DfES 2006), represents a sweeping programme of reform for FE. It includes provision to drive up the quality of teaching, to reward colleges for success and to make the sector more responsive to the needs of individuals and employers. It also addresses the challenges of widening participation in FE among young people and adults and upskilling the workforce.

Headline reforms include:

- the introduction of free education for 19-25 year olds studying for their first Level 3 qualification (two 'A' levels or equivalent)
- new Adult Learning Grants to help students with living costs
- an investment programme to encourage recruitment and development of the FE workforce in the future
- a more rigorous approach to quality improvement.

Since 1997 the number of post 16 learners has grown from 4 to 6 million. Investment in colleges has increased by 48% between 1997 and 2006. However, improving the skills of young people and adults is a strategic government objective.

It is recognised that the expansion of work-based training to meet employers' needs together with a readiness to respond to learners and employers, giving them a say in the provision of education and training, is central to improving England's competitive economy in both home and worldwide markets.

Howard Davies' *Review of Enterprise and the Economy in Education* (Davies 2002) states that "young people lack the skills and confidence to turn positive attitudes into action in future years" and the *CBI's Response to the Leitch Review* (CBI 2005) says that "above all, employers value a positive attitude – the ability to make a difference or add value; self confidence, motivation, regard for others and integrity".

2.1.5 Challenges

There are clearly many challenges ahead. In April 2006, Phase 1 of the *Scottish Executive's Review of Scotland's Colleges* (SEED 2006a) identified some key issues for Further Education, such as the embedding of employability skills and attitudes into the curriculum; giving learners opportunities to gain work-related experience during their studies and allowing learners to develop enterprise and self-employment skills; supporting learners to

reflect on and record achievement; providing career guidance and supporting learners to develop career planning skills.

2.2 Employability and enterprise outwith further education

2.2.1 Employability and enterprise in schools

Employability (in the widest sense of the word) of school pupils has been an issue for generations. The transition from school to work and the extent to which pupils have the skills that employers need have both been the subject of lively debate, of research and of development over many years. Schools lay down a foundation in terms of employability and enterprise on which colleges can build, and it is therefore appropriate to consider briefly the context for employability in the school sector.

A series of initiatives, from *Education for an Industrial Society* in the seventies, through the *Technical and Vocational Education Initiative* (TVEI) and *Education for Work and Enterprise* in the nineties, have culminated in the current strategy, based on the review of education for work and enterprise in *Determined to Succeed* (SEED 2002), which launched *Enterprise in Education*. *Determined to Succeed* is currently a major programme driving developments in employability and enterprise in schools from ages 3-18, with strategy managed from the Scottish Executive Enterprise, Transport and Lifelong Learning Department (ETLLD). An excerpt from the Ministerial foreword illustrates the key points:

*We want **all** pupils in primary and secondary schools to enjoy enterprise activities that encourage a sense of responsibility, recognise strengths and achievements and contribute to their development. We want **all** pupils in primary and secondary schools to have access to a range of vocational and entrepreneurial experiences – from workplace training, to understanding and running a business – so they can go on to be successful employees, employers and entrepreneurs. In short, we want to help get young people ready for work.....*

Our vision is for our programme of Enterprise in Education to give pupils the wide range of experiences needed to increase their self-confidence, to motivate and to provide them with an understanding of the world of work and the opportunities that are open to them. The result should be more positive attitudes towards school and learning and skills development beyond school, improved attendance, and increased levels of qualifications – as well as a determination to succeed. These characteristics are a pre-requisite of our economic development and in addressing a lack of economic activity and low skills will be essential elements in tackling social exclusion in Scotland.

One of the results of this has been the development of 'Skills for Work' courses and qualifications (SQA 2005b) available for S3/S4 pupils, with a sectoral focus, such as hairdressing, construction, etc, and delivered through school-college partnerships. A review of guidelines for work experience (where schools and authorities hope that the development of employability skills will be encouraged for the large majority of the pupil group which undertakes this experience) has also taken place, as has research on the nature and extent of pupils' part-time employment (Howieson et al 2006). There is potential for enhancement of young people's learning and development in each of these aspects of work-related activity through the introduction of personal learning planning and with the co-ordination of such planning shared between schools and colleges as appropriate.

The enterprise materials produced by the Schools Enterprise Programme for primary and early secondary have been supported by materials for older secondary pupils, and a large number of other initiatives and providers have taken forward the enterprise agenda. Quality indicators for Enterprise in Education have been produced by HMIE and local authorities, and schools include the development of Enterprise in Education in their planning.

While there have been many initiatives and projects in Enterprise in Education, the development of enterprise and employability is strategically now at a point where it requires to be embedded in schooling to encourage a clearer focus on '*enterprising teaching and learning*' rather than one-off events. At the same time as the implementation of the *Determined to Succeed* strategy, a review of the curriculum in schools has been taking place. *A Curriculum for Excellence* (SEED 2004) now hopes to be a key driver of change in schools, and is likely to contribute to the embedding of employability and enterprise in schools through a focus on the four capacities: while each of these links in some way to employability, it is the fourth which has the clearest link. The fourth purpose of the curriculum from 3-18 is to help young people become:

effective contributors with

- * *an enterprising attitude*
- * *resilience*
- * *self-reliance*

and able to

- * *communicate in different ways and in different settings*
- * *work in partnership and in teams*
- * *take the initiative and lead*
- * *apply critical thinking in new contexts*
- * *create and develop*
- * *solve problems.*

Lastly, it is important to consider the needs of the potential NEET group (Not in Education, Employment or Training) in schools. Careers Scotland operates a programme called ACTIVATE for school pupils prior to their leaving date, targeted on those thought to be at risk of becoming NEET: the main aim of this is to develop employability skills to a level that will allow them to avoid exclusion from continuing education and the labour market after school, and if possible to re-engage them with school.

2.2.2 Employability and enterprise in higher education

In addition to considering the situation of employability and enterprise in schooling, it is also helpful to understand the context in higher education institutions as universities interface with the Scottish Colleges, and higher education courses (or elements of them) are also delivered within colleges.

Enterprise in learning in higher education has received attention for some considerable time, and *employability* has been an enhancement theme which has attracted funding for a range of development activity in recent years: there is now a network of 'employability champions' who are high-level staff in each university who have taken on the responsibility of overseeing employability developments.

This base-line study focuses on colleges, and includes their higher education provision; therefore this short section considers in particular the approach taken by universities. While taking account of such Scottish reports as *Learning to Work* from SFEFC/SHEFC, universities also have a strong UK orientation with respect to employability and enterprise. In particular, Scottish Universities have made considerable use of the work generated by the Higher Education Funding Council for England (HEFCE) through its funding of the

Enhancing Student Employability Coordination Team (ESECT). The results of this work are now available on the Higher Education Academy Employability and Enterprise page (www.heacademy.ac.uk/Employability.htm). The products of ESECT's work include, amongst others: a definition of employability; Student Employability Guides and Profiles; the Employability Tool and Resource Kit; and Employability Briefings.

The definition of employability on the HEA website is:

'A set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation(s) to the benefit of themselves, the workforce, the community and the economy.'

Student Employability Guides are intended to raise awareness among employers of the employability skills which can be developed through studying academic subjects, covering a wide range of topics and skills. Produced by the Council for Industry and Higher Education, with Graduate Prospects, the information helps employers to have a better understanding of the skills involved in specific disciplines so that they might recruit from a wider pool of graduates than they might otherwise have done. *Student Employability Profiles* are designed to illustrate to students and graduates the employability skills gained from the subjects they have studied: these cover 23 subject areas.

The Employability Tool and Resource Kit is an interactive website intended for use by anyone interested in employability and higher education, including staff in higher education institutions, students and employers. Examples of the tools (interactive sections of the website) include the following topics:

- How can I persuade colleagues that employability is about more than just employment?
- How can I find out what my colleagues think employability is?
- Is there a way to find out what my students know about employability?
- How can I prioritise employability outcomes?
- How can I help my students improve their self-confidence and self-esteem?
- How can I help my students to think about the qualities and skills they have?
- How do I assess employability, and how can I improve the ways in which I do this?
- What assessment methods are good for employability?
- How can I make adjustments to the curriculum to make it more employability friendly?
- How can I help my students to think about what they're learning, and how they're developing – 'over and above' what they're getting from studying a particular subject?
- Exactly where and how are we helping students develop which skills?
- What is the best way to find out whether employability skills are embedded in the curriculum?

Employability Briefings are available on line so that individual subject departments can customise them in their subject areas. These briefings are for project initiatives and key stakeholders in employability, including employers, students, senior managers, heads of department, careers advisers, and subject communities. Examples of the topics covered are:

- (for Senior Managers) Encouraging the Development of Employability: A Guide for Busy Senior Managers (written by Mantz Yorke)
- (for project initiatives) The Contribution of Learning, Teaching, Assessment and other Curriculum Projects to Student Employability (written by Peter Knight).

It can be seen that there has been substantial encouragement for the development of employability in higher education. In their report for Universities UK, *Enhancing employability, recognising diversity: making links between higher education and the world of work*, Harvey *et al* (2002) note that the need is to:

'shift thinking and action on employability away from bolt-on marginal and optional activities; short-term, one-off and fragmented initiatives with limited impact; and a one dimensional skills-only focus that ignores broader dimensions of employability in diverse contexts'.

Currently, Scottish universities are acknowledging this need to embed and consolidate within individual institutions the existing achievements in the development of employability. Progress had been made and support materials made available through The Enhancement Themes initiative, which has addressed employability as one of its themes. This initiative is part of the HE Quality Enhancement Framework which is based on partnership working between the Scottish Funding Council (SFC), Universities Scotland, QAA Scotland, the Higher Education Academy, and the National Union of Students, Scotland. The Enhancement Themes Initiative aims to enhance the student learning experience in Scottish higher education by identifying specific areas (themes) for development. The themes encourage academic and support staff and students to share current good practice and collectively generate ideas and models for innovation in learning and teaching. <http://www.enhancementthemes.ac.uk/default.asp>.

2.2.3 Employability and enterprise in other educational provision

For those young people (16-24) who are not attending school, college, or higher education, employability skills are no less an issue. Young people who have become disengaged from formal education may present a range of barriers to employability. These include social and personal factors, physical disability, poor mental health, offending histories, etc. Most significant for this group is that the initial stages of engaging with the relevant support agencies may be as challenging as undertaking any training or development activity.

In 2005, the Scottish Executive commissioned a study to investigate the range and quality of support services available for disengaged young people in Scotland (SESR 2005). This study was intended to support the Executive's *Closing the Opportunity Gap* initiative (2004), which stated clear objectives and targets for tackling poverty among young people by improving their employability. This initiative was built on enhancing joint working, taking forward employability objectives in existing policies such as the Homelessness Strategy, and the Children's Services Act, and local initiatives such as Glasgow's Equal Access Strategy.

In 2006, the Scottish Executive published *Workforce Plus: an employability framework for Scotland* (SEED 2006b). This document defines employability for Scotland as:

'...the combination of factors and processes which enable people to progress towards or get into employment, to stay in employment, and to move on in the workplace'.

This document defines the role of education providers in enhancing employability, from pre-sixteen through adult provision, and includes providers other than schools, further and higher education. It specifically highlights inter-agency alignment:

'In light of the lessons learned while developing Workforce Plus we will review the current range of education and skills programmes related to employment available in Scotland, to check that they are well aligned and meet the needs of individuals and employers. We shall also consider how

these are marketed to their target audiences. Included in this review will be programmes funded by the Department for Work and Pensions/Jobcentre Plus, the Executive, Scottish Enterprise, Highlands and Islands Enterprise, the Scottish Funding Council, and Communities Scotland.'

The document helpfully defines the agencies currently working for employability in Scotland (Table 1.1). Notable in the context of this study, further and higher education institutions are included as having a significant function in providing employability services not just at the 16-24 stage, but as providers of programmes and activities to sustain employment. However, at each stage, and most importantly, in the initial re-engagement of individuals, a range of public and voluntary services are indicated.

The report makes particular reference to the role of the voluntary sector in supporting employability actions, particularly in specialist areas like offender services and local actions, highlighting several examples of good practice. Given that the report's findings include a consistent response from clients on the importance of an individual and empathetic approach (page 17), close working with the voluntary sector, which has the capacity and experience for case-based work, is indicated. This may be a valuable message for the education sector as it continues to develop employability activities.

Table 1.1

	Employability Process	Description	Delivery by	Funded by
<p>Out of Work</p> <p>Into sustained work</p>	Positive Activity	Providing activities to help jobless people with more severe barriers to stabilise their lives and develop their confidence.	Statutory services, voluntary sector, social economy, community - based and specialist services.	Mainstream Local Authority budgets, NHSS, Communities Scotland, Scottish Executive, EU, Scottish Prison Service.
	Engagement and Progression	Getting jobless people on board employability projects or services. Developing career aspirations, providing skills, removing barriers.	Jobcentre Plus, Careers Scotland, FE and HE Institutions, Local Authority, social economy, voluntary sector and private providers, Volunteer Centre Network, Project Scotland.	EU, Jobcentre Plus, Scottish Executive, Enterprise Networks, Careers Scotland, Scottish Funding Council, <i>learnirect scotland</i> .
	Employment - including Self Employment	Helping people to move into employment and self employment.	Local Authority, private, voluntary and social economy sector providers sector, Jobcentre Plus, FE and HE Institutions, Princes Trust.	Highlands and Islands Enterprise, Scottish Enterprise, EU, DWP/Jobcentre Plus, Local Authorities, Scottish Funding Council.
	Sustained Employment and Self Employment	Helping people to sustain their employment, and move to more rewarding employment.	Employers, Careers Scotland, <i>learnirect scotland</i> , Local Authority, private, voluntary and social economy sector providers, Jobcentre Plus, FE and HE Institutions.	Employers, DWP/Jobcentre Plus, Enterprise Networks, Careers Scotland, Scottish Executive, Scottish Funding Council, EU, Communities Scotland.

Scottish Executive, 2006

This table shows that employability is already the joint responsibility of many providers within the social sector, and ultimately of employers themselves. What *Workforce Plus* aims to do is to define and develop better ways for these organisations to work together to deliver the shared objective of increasing employability.

2.3 Methodology

Our approach to this study was based on a combination of desk research and qualitative and quantitative research methods. The research was designed to follow successive stages, with each stage forming the foundation for the next stage of study, thereby building on an ever-increasing knowledge base. Wherever possible, IT solutions were applied to ensure that research was conducted efficiently and economically, for example with the use of on-line surveys.

This initial desk research has been presented in the previous pages, and formed the basis of the questionnaire design. The materials included:

1. Relevant SFC, HMle, SQA literature on employability
2. A selection of college strategic plans and publicity materials
3. A review of SQA awards relating to employability
4. A review of reports relating to employability issues outside of further education.

The draft questionnaires were piloted with members of the SFC's Quality Working Group for comment, and the final questionnaires were tailored for circulation to either college senior managers or to heads of department or faculty. Every college in Scotland was initially contacted and asked to identify named points of contact for each questionnaire. The rationale behind the questionnaires is discussed in more detail in Section 3, and sample questionnaires are included in Annexe 4.

The questionnaires included an opportunity for respondents to identify any particular examples of good practice in employability activities from their college. These responses were used to identify a group of college activities for further investigation as best practice case studies. Six case studies were identified from the questionnaire, one was selected from the initial review of college strategic plans and materials and another was identified from an employability event in March 2006. The case studies were selected to ensure coverage of a range of employability themes, as outlined by the SFC. The case studies are presented in section 4, with a further explanation of the process.

In the final stage of the research, the findings from the study were presented to stakeholders to obtain feedback on a range of issues, including views on the methodology of the study, the extent to which the findings reflected stakeholders' college's activities, any gaps in provision and planning as reported and what scope there is for support and development.

Copies of the draft report were circulated to principals via an Association of Scotland's Colleges Principals' Forum on 11 September 2006, with a request for feedback to the research team. A further presentation was made at a meeting of the steering group of the Guidance SFEU community of practice on 2 October, 2006.

Two workshops were arranged for further dissemination in October 2006, including presentations of the case studies by college lecturers, and feedback. All colleges were invited to send representatives to these workshops. Thirty-one people attended from 21 colleges across the two workshops.

A further presentation and workshop was held with the SFEU Guidance Community of Practice on 2 November 2006.

3.0 The surveys of employability activities

3.1 Purposes, definitions and administration of the surveys

Since this study is an attempt to establish a baseline of employability activities in Scottish FE colleges, it is important to gain some measure of the full range of policies, strategies and activities that are being operated in colleges. Our initial aim was to conduct a single survey across the whole population of Scottish FE colleges. However, when we looked at the kind of data that we needed to collect, it became apparent that it was unlikely that a single respondent from each college would be able to provide the data without a great deal of prior information gathering in the college. We thought it was inappropriate to expect a member of college staff to collect all this data. We recognised that pressures on college staff time made it unlikely that they would be able to gather extensive information from their colleagues for this research. We therefore decided that we would conduct two surveys. The first would be aimed at a senior manager within each college and would collect data at the college level about strategy and procedures. We would also conduct a second survey of heads of faculty, school or department to identify operational aspects of employability activities.

Employability is a contested term that can mean many things to many people. In an early discussion, we thought about simply using the term and allowing respondents to interpret it as they saw fit. This approach was rejected since this survey is not stand alone, but follows a serious consideration by SFC and others of employability in Scottish colleges the results of which are published in *Learning to Work*. We decided to use the definitions of employability and enterprise given in that document and advised the respondents accordingly in an email on the survey. The relevant section of the email is quoted below:

The SFC *Learning to Work* document defines employability as:

‘a set of achievements – skills, understandings and personal attributes – that make individuals more likely to gain employment and be successful in their chosen occupations’. (SFC 2004, p9)

This definition is taken to include:

- occupational/technical skills and knowledge
- basic skills such as literacy and numeracy
- practical skills such as using information technology
- a range of soft or personal skills including planning and organising, communicating, problem-solving, working with others, critical and creative thinking, and the ability to manage self and others
- personal attributes (attitudes and values) such as confidence, reliability, integrity, adaptability and ‘good work habits’ such as honesty, punctuality and regular attendance
- career planning and employment-seeking skills, i.e. the recognition of personal capabilities, how they match employment opportunities and the ability to present oneself to employers.

Enterprising attitudes, skills and values are seen to be important in relation to employment as well as for future entrepreneurs and those wishing to be self-employed.

Enterprise capability is defined as:

‘the ability to apply enterprising skills, attitudes and values such as self-awareness, self-confidence, creativity, initiative, risk-taking, communication, decision making, problem solving and teamwork in a range of social and economic contexts’. (SFC 2004, p10)

The survey was administered using proprietary, web-based, survey software. The software was selected on the basis that it appeared to be user friendly. In practice there were some features that rendered it less easy to use than a paper-based survey. In a paper-based survey it is easy to scan forwards and backwards through the questionnaire so that one can gain an appreciation of the overall survey when answering particular questions. This was less easy to do with this software. To see the whole survey meant respondents moving back and forward across web pages or printing it out page by page. A second problem encountered was that since the survey was sent to prospective respondents nominated by the colleges, occasionally there was a mismatch between the person who could answer the questions and the person who received the survey.

In spite of the above factors, we received a very good response and feel confident that we have enough returns to be reasonably sure that our findings are reliable. Some respondents questioned the validity of some questions. We appreciated the challenges to our approach and, in our report of our findings, have taken care to report within the limits of the questions we asked and the responses received.

3.2 Survey of senior management in colleges in relation to college-wide issues

3.2.1 Purpose of SMT survey

The survey was designed to gain a broad view of the importance given to employability activities in colleges at a whole college level. The survey explored the issues of college policy and practice in relation to quality assurance, college-wide resources and collaboration with other colleges and employers; it also investigated staff development issues and sought examples of good practice.

3.2.2 Survey sample

Invitations to participate in the survey were sent to 43 colleges: that is, all SFC funded except Newbattle Abbey College, which did not provide contact information. A prior letter had been sent to all principals asking for the name of the most appropriate person to complete the survey on behalf of the college. Therefore, most invitations were sent to person nominated by the college principal; 8 were sent directly to the principal in cases where no nomination was received from earlier requests.

Twenty-seven complete responses were received (63% response rate). Colleges were classified by location and size (based on full- and part-time student numbers).

College locations were categorised into 5 broad areas; the representation of the responses from each area was:

- North 4 out of 6 colleges (75%)
- East Central belt 9 out of 12 colleges (75%)
- West Central belt 8 out of 16 colleges (50%)
- South 3 out of 5 colleges (60%)
- Islands 3 out of 4 colleges (75%)

This, therefore, gives a good geographical coverage of national provision, although the West Central colleges provided a lower return rate.

Colleges were asked to give approximate numbers of full-time and part-time students. In the first instance each type of student was categorised separately to give an indicative college size, viz:

Full time students:	small	= <1000	5 colleges
	medium (small)	= 1000-1999	7 colleges
	medium (large)	= 2000-2999	7 colleges
	large	= >3000	8 colleges
Part-time students:	small	= <1000	1 college
	medium (small)	= 1000-4999	4 colleges
	medium (large)	= 5000-9999	11 colleges
	large	= >10000	11 colleges

In 17 out of the 27 colleges the categorisation was the same for both types of students. For the others a decision was made by studying the combination of both full-time and part-time together compared to the colleges where the categorisation was the same. The small and medium-small categories were combined and labelled 'small'. This led in the end to a 3 level categorisation:

Combined PT and FT students:	small	= < 5000	5 colleges
	medium	= 7000-12999	13 colleges
	large	= 13000-25000	9 colleges

Those who responded on behalf of their colleges held a variety of roles. Two responses were given by principals, 13 came from variously designated assistant principal roles (ie assistant, associate, depute, vice-principals), 3 from people with the title director and the remaining 9 from those designated manager of a range of services.

The respondents were asked to indicate the areas for which they had college-wide responsibility. The responses are given in Table 3.1.

Table 3.1: College-wide responsibilities of respondents in relation to employability, enterprise and career education issues

Area	number
Employability issues	20
Enterprise issues	12
Career education and guidance issues	11
Other	22

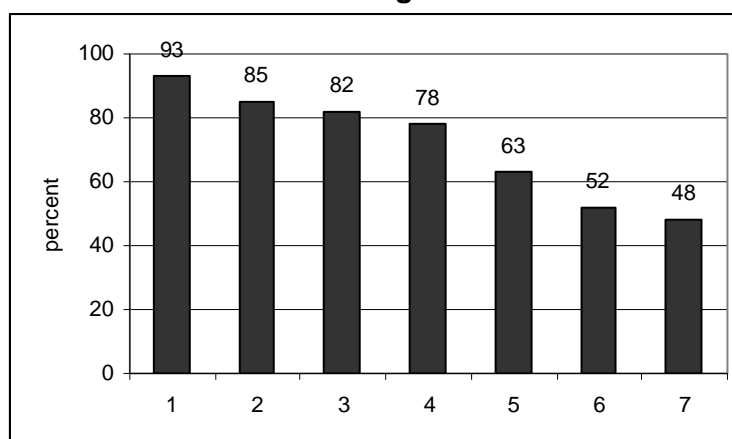
Six of the respondents indicated that they had responsibility for all 3 areas; 10 had responsibility for 2 out of the 3 areas and 5 indicated they had responsibility for only one of the areas. While many of the respondents had additional responsibilities in their remit, 6 indicated that they had other responsibilities and did not report specific responsibility for any of the employability related issues. The two principals reported their college management and strategic direction roles. The other responsibilities held by respondents were many and varied and appeared in different combinations, but in broad terms they covered curriculum development, learning and teaching, quality systems, student support and external links.

3.2.3 Findings from survey

3.2.3.1 College-wide policy and practices

The 'yes' responses to a series of questions about college policy and practices are reported in Chart 3.1.

Chart 3.1: Percentage of respondents indicating that activities occur on a college-wide basis



Key:

1. The college engages with employers in relation to employability, enterprise and career issues at college-wide level
2. There are college-wide resources that are used to support student employability development
3. There is a college policy on career education and guidance
4. Career education and guidance are included in quality assurance procedures
5. Employability and enterprise are included in quality assurance procedures
6. There is a college policy on employability and enterprise
7. There are formal collaborative arrangements in relation to employability, enterprise and career issues with other colleges

The data were investigated to see if college size made a difference to the responses: for example, were small or large colleges more likely to have taken forward developments in relation to employability at college-wide levels? The figures are given in Table 3.2.

Table 3.2: Aspects of college-wide policy and practice by college size

	small (5)		medium (13)		large (9)	
	yes	no	yes	no	yes	no
Employers involved at college-wide level re developing employability etc	4	1	12	1	9	0
College-wide resources for student development	4	1	11	2	8	1
College-wide policy on provision of career education	5	0	10	3	7	2
Provision of career education in quality assurance procedures	3	2	10	3	8	1
Provision of employability and enterprise etc in quality assurance procedures	1	4	9	4	7	2
College-wide policy on employability and enterprise skills and attributes	2	3	8	5	4	4 ¹
Formal, collaborative arrangements with other colleges	3	2	4	9	6	3

¹ One respondent did not answer this question.

Generally, there do not appear to be differences in development in these aspects dependent on college size. The figures for inclusion in activities in quality assurance procedures may

indicate that this is more likely to be in place in the medium and large colleges. Also, in this sample, it would appear that medium-sized colleges were less likely to have formal collaborative arrangements with other colleges.

It might be expected that location would influence the potential for collaboration with other colleges. Unsurprisingly, island colleges and some of those where they are the one main provider of FE in an area indicated that they did not collaborate formally with other colleges on employability, enterprise and career education issues. However, six of the colleges that indicated they had no formal collaboration on these issues were located near to other providers and some of those not near other providers did collaborate. Location does not appear to be a factor in collaboration with other colleges.

For each question, respondents were asked to give brief details to illustrate responses.

3.2.3.2 Collaboration with employers at college-wide level

Many of the respondents referred to the fact that courses include work-experience which, clearly, involves employers. The responses given here relate mainly to provision for full time learners, where work experience is integrated into their course. There are of course many other learners, who are in work and attend college part-time in support of their employment, so the 'work experience' essentially precedes the college course. Here 'college-wide' activity with employers for employability activities is less significant than collaborative activity within curriculum areas.

In many cases, employers also participate in careers awareness events and speak to students. More specifically, 13 of the respondents indicated that employers were engaged in course development in some way; for example, through participation in liaison or advisory groups, course boards and committees or programme review boards. Two of those specifically stated that employers supported and contributed to curriculum development to ensure that the curriculum reflects employers' needs. One respondent reported that the senior management team involved employers at a strategic level.

3.2.3.3 College-wide resources to support student development of employability attributes

Twenty-three of the 27 respondents indicated that college-wide resources existed to help students be aware of employability skills and to help them reflect on their development. Thirteen of the 23 referred to some form of development plan with a range of names (personal development plan, personal learning plan, individual learning plan, student learning plan, learning log, progress log), with some mentioning associated toolkits and guidance to support their use. In a further 4 out of the 23 cases, such resources were being developed. One respondent stated that most areas of the college developed their own materials which were not necessarily uniform across the college; two others reported that there were resources in some areas, but they did not exist on a college-wide basis. Others indicated that development of such skills and reflection on progress were part of the guidance process.

3.2.3.4 College policy on career education and guidance

From the responses, it is clear that career education and guidance is part of established provision in colleges. The 5 respondents who said that there was no college-wide policy in place emphasised that while there was no formal written policy in relation to career education and guidance, student services were provided.

As exemplification of the policy, some respondents highlighted one particular aspect, while others referred to more than one aspect of provision. Overall, 9 respondents mentioned having service-level agreements or partnerships with Careers Scotland, with some reporting that policy is outlined in the partnership document. Twelve respondents emphasised the

importance of student services offering central support; two referred to students having a guidance entitlement without giving further details, while 8 referred to the inclusion of guidance and career planning as required units and/or provision within courses. One description was:

'There is a Guidance Policy which embeds an entitlement to impartial careers advice. All teaching departments are required to develop their programmes in such a way as to provide for meaningful progression. Programmes are developed with reference to employers' priorities. All full-time programmes contain structured guidance/learner support which includes personal action-planning/target setting and the development of employment-seeking skills as part of pre-exit preparation for next steps.'

One question asked how Careers Scotland and college staff worked together to support learners. All respondents replied to this question. The majority indicated that they had arrangements with Careers Scotland to provide a certain number of days per week or per year, and that most of this time was spent on working with individuals and groups to help with various aspects of career choice and job-seeking skills. Some indicated that the number of days offered were to be increased, which would allow an enhancement of services (for example, to include group work as well as individual guidance), while others reported a reduction in services. Some reported close working between Careers Scotland staff and the college support services, while others were more negative, indicating that there was a 'commitment which was not always given' and that 'they offer a limited amount of specialised advice ... the impact and time is small compared to our own staff'.

Additionally, 3 respondents referred to Careers Scotland contributing to staff development for college staff; and one referred to their contribution to developing college strategy. Two referred to special arrangements regarding staffing – one had a full-time jointly funded post in the college and one had Careers Scotland staff seconded to the college to work specifically with the very large number of ESF students in the college (with ESF funding supporting the secondments). In a further example of working with Careers Scotland, one respondent indicated that an additional contract had been negotiated with Careers Scotland to provide data for a longitudinal survey focusing on progression and post-course destinations. The college has developed indicators of 'distance travelled' that measure the success of the college in bringing students closer to employment or career advancement.

Career education and guidance, where included in quality assurance procedures, were monitored mainly through targets set in operational plans, with guidance teams taking part in normal college audit processes. Three respondents made specific reference to HMIe/SFC quality frameworks.

3.2.3.5 College policy on employability and enterprise issues

Those who reported that there was a college-wide policy in place in relation to developing students' enterprise and employability skills and attributes identified different plans and strategies where these were made explicit: 5 referred to college strategic and operational plans, 3 referred to college-wide learning and teaching strategies, 1 referred to a quality enhancement strategy and 5 referred to the practice of embedding work experience and enterprise projects and units into courses. Three who had responded 'no' to the question, indicated that while there was no specific written policy, the issues were reflected in curriculum development and services provided for students. Four others, who also responded 'no', reported that there would be a policy next year as they were currently working on it.

While 14 respondents indicated that there was college-wide policy for the development of employability and enterprise issues, 17 noted that these issues were included in quality assurance procedures. Four respondents referred to these being included within HMle and SFC Quality Assurance Frameworks which were used in the colleges. Most explained that these matters would be included within programme reviews which could include student satisfaction surveys, teaching and learning observations, retention and achievement rates and post-course success rates.

3.2.3.6 Formal collaborative arrangements with other colleges

Various collaborative ventures between colleges were identified. These targeted specific groups or were part of funded initiatives. The following examples of collaboration were reported:

- Edinburgh's Telford and Stevenson Colleges and Napier University for an ESF project
- Dundee, Perth and Angus Colleges for a Tayside Tourism Project
- Ayr and Kilmarnock Colleges working with 'NEET' group
- Ayr, Adam Smith, Dundee, Reid Kerr, Cumbernauld and North Highland Colleges on the EQUAL Employability project to support people furthest from the labour market
- Adam Smith and Cardonald referred to the Focus on Learning 2 project (in a consortium led by Adam Smith and including also Aberdeen, Dumfries and Galloway, Reid Kerr and North Glasgow Colleges)
- Adam Smith and 5 other colleges in the Enhancement of Professional Practice in Engineering project
- A joint colleges (and other partners) development of a web-portal as a one-door approach to learning opportunities – MyETL (My entitlement to learning). Partners include: Careers Scotland, Scottish Enterprise Lanarkshire, North Lanarkshire Council, South Lanarkshire Council, Coatbridge, Cumbernauld, John Wheatley, Motherwell and South Lanarkshire Colleges and learndirect scotland.

3.2.3.7 Staff development for employability

Twenty-two of the 27 colleges (82%) indicated that employability, enterprise and career issues had been included in programmes of staff development. However, the numbers of staff participating varied widely from all staff to two.

Figures provided by respondents indicated that 8 colleges had undertaken staff development that targeted the majority of staff. Examples relating to such college-wide developments addressed specific issues, for example introducing personal development plans/individual learning plans, or taking account of employability and citizenship as emphasised in the HMle Quality Framework; others referred to Career Scotland input and in-service courses.

Three respondents reported that between 25 and 50 staff had taken part and a further 6 reported that 12 or fewer staff had participated; 5 did not know. Activities had included sessions with Careers Scotland staff, SFEU seminars, and various workshops/sessions during staff development/in-service days.

Clearly those involving all or a majority of staff had included all levels of staff in employability related staff development activities. Where only proportions of staff had been involved, 5 reported including all levels of staff (SMT, SLs, lecturers and support staff); 4 had included mainly lecturers, 2 reported involving curriculum leaders/head of academic teams, 2 reported involving only support staff. One reported that 2 members of the SMT had participated in relevant development and that further staff development was in the 2006-07 operational development plans.

Respondents were asked to give an example of an approach to staff development which they had found particularly effective. Twenty-one made suggestions. The most frequent type of response related to approaches to staff development that imply college/work based developments (10), e.g. group work, collaborative developments, reflective learning/practice, studying exemplars of good practice/case studies. Specific reference was made to development which had taken place via the Focus on Learning 2 project, which the respondent described as 'action learning through testing of approaches'. Six respondents referred to working with external partners and using their course provision and materials, eg Careers Scotland, SFEU and SQA. Four referred to work placements – 'real engagement with the current workplace'. One referred to a new performance management review scheme.

A question was asked about what were the greatest perceived needs in relation to staff development. Twenty-two made suggestions. The most frequent response (14 comments) related to the need to increase awareness of what was meant by employability skills, where and how they were already incorporated in teaching and learning approaches and what work needed to be done to make further progress. Some additionally suggested that this would be helped by examples of good practice and sharing of learning materials. One college had undertaken an audit of the curriculum and indicated that this had helped 'staff focus on what employability skills are and to realise that they are carrying out a lot of activity in this area already'.

A range of other needs were prioritised, including partnership models of staff development and closer working with industries and businesses served by the colleges (3); more opportunities for college lecturers to return to industry (2); more time and resources (2) and the development of a strategic approach instead of everyone having their own version of employability and enterprise (1).

3.2.3.8 Examples of good practice

Respondents were invited to give up to 3 examples of good practice from their area of work. These have been collated and are included in Annexe 3.

3.3 Survey of heads of faculties/departments/sections

3.3.1 Purpose of 'heads' survey

The purpose of this survey was to investigate the extent to which employability, enterprise and career issues were addressed in courses, either as discrete units or as embedded approaches to teaching and learning. These were challenging issues to address given the diversity of the provision in further education colleges in terms of the level, purpose and length of courses, types of students and the balance between full- and part-time provision. A further challenge is the different management and curriculum organisation in colleges and the different titles for the management roles of staff.

3.3.2 Sample

Principals or their nominees were asked to identify people within the college who had knowledge of content of courses and who would be able to give insights into the way in which employability, enterprise and career issues were addressed in courses. This request, plus searches of college websites and requests to college offices resulted in a list of over 260 contacts. All were invited to participate in the survey. Some of those contacts indicated that they were not actually in a position to answer the questions; for example, some of those in student service/advisory roles, 'employability officers', those whose main role was to work with individual students or other outreach development. A review of the list suggested that 225 of those listed had roles that indicated they had oversight of courses and would be familiar with curriculum content.

By the end of June, 67 usable responses had been recorded in the online survey. This represents a 30% return rate. (Five respondents answered some but not all questions; however, it was considered they had responded to sufficient questions to retain their responses in the sample.)

The responses represented 30 colleges. The number of responses from each college was:

- 7 responses 1 college
- 5 responses 1 college
- 4 responses 1 college
- 3 responses 9 colleges
- 2 responses 6 colleges
- 1 response 12 colleges

No responses were included from the Island colleges; other areas of Scotland were represented as follows:

- North 4 out of 6 colleges (75%)
- East Central belt 10 out of 12 colleges (83%)
- West Central belt 12 out of 16 colleges (75%)
- South 4 out of 5 colleges (80%)

Due to the different ways colleges structure departments and faculties and combine curriculum areas, the respondents had responsibility for many different groupings of subjects. In broad terms the curriculum areas represented are:

- Care and health related studies 10
(both including science)
- Creative industries/studies 7
- Management/business/admin 8

- Engineering 5
- Construction 5
- Computing and IT 5
- Land-based studies 2
- Tourism and hospitality 2
- Communication studies 2
- Culture and heritage 1
- Sports studies 1
- Hair and beauty 1

There were other broad combinations for which the respondents had responsibility, viz:

- Engineering, computing and business studies
- Arts, communication and social studies
- Engineering, mathematics, science and construction
- Social and community studies.

Fourteen respondents represented other centres with responsibility mainly for cross-college or external functions, while also having responsibility for some course provision; for example, student support/services/development centres; client services; workforce development; access provision; and various project-based roles.

The number of courses to which respondents were referring when completing the questionnaire varied considerably. In relation to full-time courses, 45 (67%) respondents had responsibility for less than 20 full-time courses, and 14 (21%) had responsibility for more than 20 full-time courses. (Eight respondents did not supply this information, 2 because they had no full-time courses.)

In relation to part-time courses, 29 respondents (43%) had responsibility for less than 20 part-time courses, 18 (27%) had responsibility for between 20 and 49 courses and 8 (12%) had responsibility for 50 or more part-time courses. (Twelve respondents did not supply this information, 5 because they had no part-time provision.)

The number of full and part-time students also varied extensively.

Full-time student numbers were as follows:

- >1000 students 7 respondents (10%)
- 500-999 students 9 respondents (13%)
- 250-499 students 15 respondents (22%)
- 100-249 students 15 respondents (22%)
- <100 students 13 respondents (19%)

Part-time student numbers were as follows:

- >2000 students 4 respondents (6%)
- 1000-1999 students 13 respondents (19%)
- 500-999 students 7 respondents (10%)
- 250-499 students 8 respondents (12%)
- 100-249 students 15 respondents (22%)
- <100 students 10 respondents (15%)

Twenty-three (34%) respondents indicated that there were one or more members of staff in their areas with specific responsibility for employability, enterprise and career issues. The majority of these (13) were the staff with responsibility for course provision, eg curriculum

leaders, course and programme co-ordinators, and employability issues were part of their role; in some cases one of the leaders took on broader departmental/faculty responsibility for enterprise development. A few other specific roles were mentioned, for example work-placement co-ordinators and training co-ordinators. In one case a new post of 'work skills lecturer' was to commence in August 2006. One respondent working in a projects related context indicated that an employment and guidance officer from the local development company supported students with guidance and employment seeking skills. Others (5) indicated that their sections/departments made use of staff appointed at college level for guidance, employability and enterprise developments.

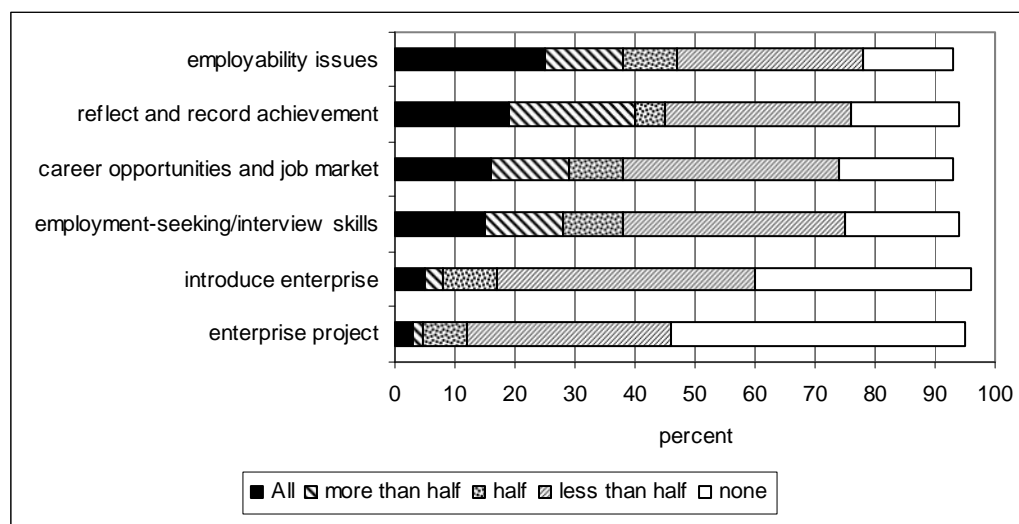
3.3.3 Findings from the survey

3.3.3.1 Provision through discrete or special units

(a) Proportion of courses which include discrete or special units

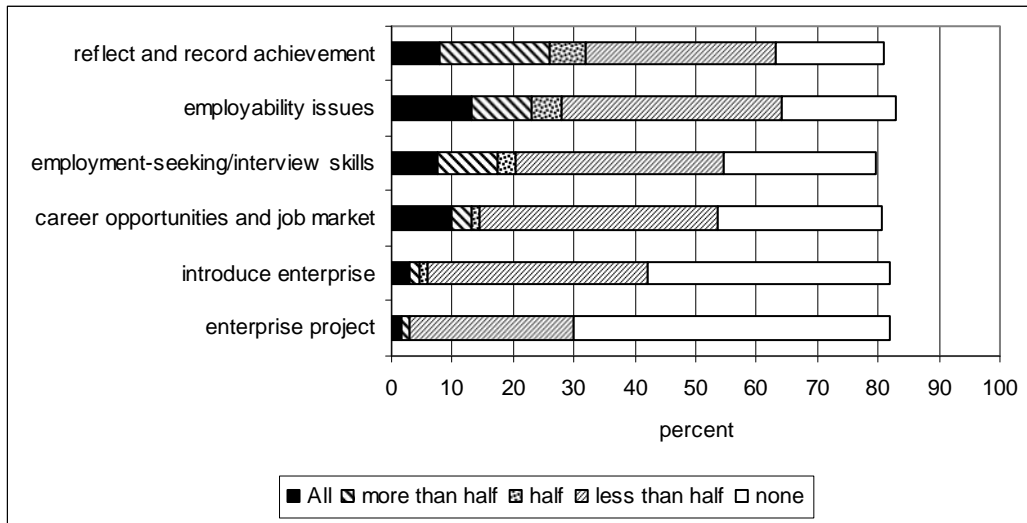
Respondents were asked to indicate the proportion of courses on offer in their area of responsibility which contained discrete units to address employability, enterprise or career issues. Percentage responses in relation to full- and part-time courses are displayed in Charts 3.2 and 3.3. Tables of supporting figures are given in Annexe 2.

Chart 3.2: Discrete units included in full-time courses to address employability, enterprise or career issues



Course providers are more likely to include units about employability and reflecting on the development of employability skills in their full-time courses than units which focus on career and employment seeking skills. Only a few include enterprise and enterprise projects.

Chart 3.3: Discrete units included in part-time courses to address employability, enterprise or career issues



Discrete units are less likely to be part of part-time courses than full-time courses, but as with full-time courses, reflecting on employability related development and employability issues is more likely to be included than career related units and enterprise units.

(b) Proportion of students on different courses who access discrete units

Respondents were asked to estimate the proportion of students on different kinds of courses who undertook discrete units to address employability, enterprise and career issues. Tables with detailed responses to this question are given in Annexe 2.

The responses indicate that there is diversity of practice across providers in relation to similar types of courses, with some providers engaging all students in discrete units and some no students. Some of this diversity may relate to curriculum area, but the sample is not large enough and curriculum areas not clearly enough defined within the areas of responsibility of the respondents to investigate such differences. This would require to be the focus of a further study.

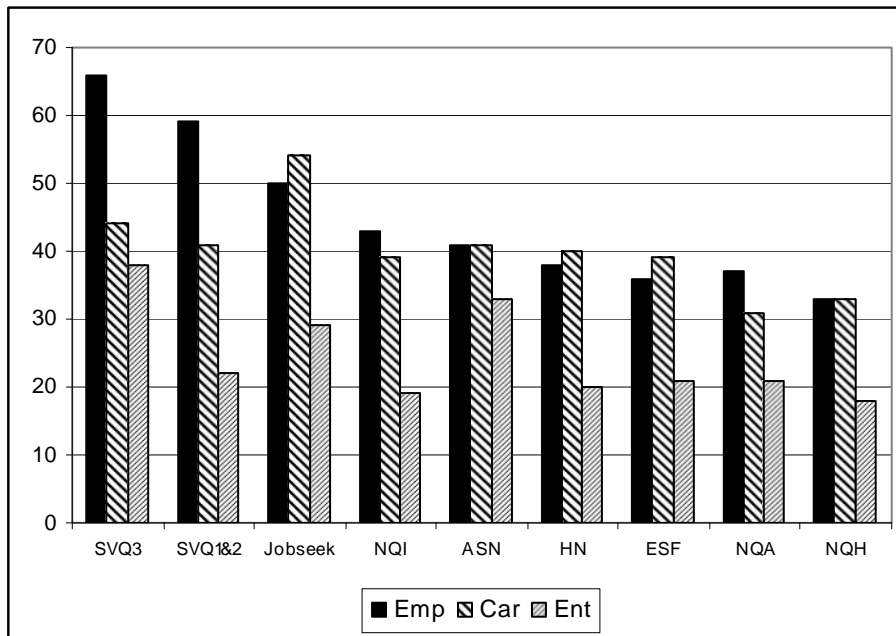
Chart 3.4 illustrates the cases where it was reported that more than half the students studied discrete units in relation to employability, enterprise and career-related skills and attributes. SVQ levels 4 and 5 were included in the question but figures have been omitted from the chart due to the low number of respondents for whom these were relevant and, therefore, it was not appropriate to present the figures as percentages.

More students experience units relating to employability skills and career education and guidance than enterprise, and this reflects the extent to which providers say such units are included in courses (refer to Charts 3.2 and 3.3).

Discrete units addressing employability issues are most likely to be found in lower level SVQ awards and in courses for jobseekers. (It is acknowledged that those on jobseekers courses may, of course, complete SVQ awards and so there is potential overlap in these categories.) Where SVQs are undertaken by students already in employment, it is less likely that they would complete career units addressing issues such as job-seeking skills.

Chart 3.4: Percentage of cases where more than half or all students study discrete units by type of course

(Note: percentage is based on the number of respondents who offered each type of course, not on the whole sample.)



Key:

SVQ3 = SVQ level 3

SVQ1&2 = SVQ levels 1 and 2

Jobseek = courses for those seeking employment eg Skillsseekers, Skills for Work, New Deal

NQI = National Qualifications Intermediate levels

ASN = courses for those with additional support needs

HN = Higher National Certificate and Diploma Courses

ESF = European Social Funding courses

NQA = National Qualifications Access levels

NQH = National Qualifications Higher and Advanced Higher levels

Respondents were given the opportunity to report on any other types of provision not covered by the structured question. Eleven additional courses were mentioned. These included 5 degree courses, 2 of which contained units dealing with employability and careers for all students, 2 for half of the students and one on which there were no special units. (Two different institutions offered degrees with the same title – one had units for all and one had no units.) Another type of course was employer-led/bespoke provision mentioned by 3 providers: one had special units for all students and two around half. School-links courses included units about employability and career awareness and skills for all participants; courses for entry level care workers provided units for about half the students and Access to HE courses did not include any.

(c) Proportions of students who have opportunity to develop a range of skills and attributes as part of discrete units

A wide range of skills are considered relevant for preparation for the workplace, as reflected in the definition provided at the beginning of the section. Respondents were asked to estimate what proportion of students in their areas of responsibility had the opportunity to develop these skills while undertaking discrete or special units related to employability, enterprise and career issues. The items are presented in Table 3.3 in rank order, with those most likely to be covered by more than half the students listed first.

Table 3.3: Proportions of students who have opportunity to develop ‘employability-related’ skills through discrete units

	All Students	More than half	Half	Less than half	No students	missing
Core skills						
Communication skills	42 (63%)	12 (18%)	4 (6%)	4 (6%)	0	5 (7%)
Information technology skills	34 (51%)	19 (28%)	2 (3%)	5 (8%)	0	7 (10%)
Working with others/team work	41 (61%)	10 (15%)	6 (9%)	3 (4%)	2 (3%)	5 (8%)
Problem solving	37 (55%)	13 (19%)	6 (9%)	4 (6%)	2 (3%)	5 (8%)
Basic skills (literacy and numeracy)	33 (49%)	14 (21%)	5 (8%)	7 (10%)	2 (3%)	6 (9%)
Presentation skills	26 (39%)	21 (31%)	4 (6%)	9 (13.5%)	1 (1.5%)	6 (9%)
Personal development for work						
Work discipline e.g. timekeeping, attendance, following instructions	27 (40%)	14 (21%)	3 (4.5%)	9 (13.5%)	5 (8%)	9 (13%)
Managing own work	25 (37%)	16 (24%)	6 (9%)	9 (13%)	3 (5%)	8 (12%)
Confidence and self-esteem	27 (40%)	13 (19%)	4 (6%)	11 (16%)	5 (8%)	7 (10%)
Reflection and self-review	27 (40%)	11 (16%)	7 (10%)	10 (15%)	6 (9%)	6 (9%)
Career and progression planning						
Career Planning skills	14 (21%)	16 (24%)	7 (10%)	19 (28%)	3 (5%)	8 (12%)
Search and application skills for jobs	14 (21%)	14 (21%)	10 (15%)	18 (27%)	4 (6%)	7 (10%)
Search and application skills for courses	14 (21%)	12 (18%)	11 (16.5%)	19 (28%)	3 (5%)	8 (12%)
Enterprise-related aspect						
Customer skills	13 (19%)	9 (13%)	13 (19%)	13 (19%)	12 (18%)	7 (10%)
Creative thinking	12 (18%)	9 (13%)	9 (13%)	21 (31%)	8 (12%)	8 (12%)
Informed risk-taking	1 (2%)	10 (15%)	5 (8%)	19 (28%)	24 (36%)	8 (12%)
Business start-up	2 (3%)	3 (5%)	6 (9%)	29 (43%)	19 (28%)	8 (12%)

Core skills are the aspects that students are most likely to cover within special units, followed by personal development linked to work, then career issues. Skills most likely to be associated (though not exclusively) with enterprise are the least likely to be covered.

A further question was asked regarding the types of learning experiences which were included in discrete units. The full details of this question are included in Annexe 2, but the focus here is to consider the extent to which students are supported by different types of people from the world of work.

The percentages of respondents indicating that all or more than half of students experienced support from a range of people from the world of work were:

- coaching/mentoring by college staff 72%
- employers/business representatives speaking to students 46%
- former students speaking to students 21%
- coaching/mentoring by employers/business representatives 17%
- coaching/mentoring by others e.g. from voluntary orgs 10%
- employers/business representatives helping with target-setting and reviewing progress 10%

It is clear that support is most likely to come from college staff. While employers are invited to speak to students in some cases, more engaged involvement in student learning by people from outside the college does not occur frequently.

3.3.3.2 Embedded approaches to developing employability and enterprise skills

In addition to discrete units, it is considered that employability, enterprise and career planning skills are learned effectively when they are included along with other learning goals. They should be made explicit but taught and applied in the context of other learning. This requires approaches to teaching and learning which allow students to be active, participative learners. Knowledge should be acquired and applied in relation to real-life problems and issues. The college setting should replicate key features of real work settings.

Respondents were asked to indicate the extent to which they thought lecturers within their area of responsibility used approaches which encourage the development of employability, enterprise and career planning knowledge, skills and attributes during the delivery of other learning goals.

They were asked to respond on a 5-point scale, where 5 = very much and 1 = not used. The results are presented in Table 3.4 as mean scores with standard deviations and have been rank ordered to identify those reported most frequently as occurring. A larger standard deviation indicates a wider spread of response among the participants. Tables with detailed responses are included in Annexe 2.

Respondents report extensive use by staff within their areas of responsibility, of the first 7 items in the table (i.e. use of IT, collaboration, accessing information electronically, core skills made explicit, workplace values modelled and expected, learning using real-life problems and valuing and learning from mistakes). As with the discrete units, enterprise-related aspects are least reported.

A few other approaches to embedding the development of relevant knowledge and skills were reported. These included: students running and organising events such as fashion shows, discos and a café; students forming and running small companies using their own ideas. It was highlighted that approaches varied according to type of student: for example, those already in work and undertaking qualifications like SVQs, particularly at the higher levels, and those completing preparation for work courses. A comment was made that some approaches were not considered appropriate for some students with additional support needs, though which approaches and which needs were not specified.

Table 3.4: Mean scores for rating of extent to which approaches to teaching and learning are used in delivering curriculum learning goals (rank ordered)

(min 1; max 5)

	Mean	SD
1. The use of IT is expected across courses	4.43	.76
2. Students work on collaborative tasks	4.32	.87
3. Information is accessed by electronic means (internet and e-learning)	4.32	.96
4. Core skills outcomes are made explicit	4.15	.84
5. Values relevant to the work place are modelled and expected of students	4.15	.93
6. Students learn using real-life problems and issues	4.12	.95
7. Students are encouraged to value and learn from mistakes	4.03	.95
8. Employability outcomes are made explicit	3.92	.96
9. Students take responsibility for their own learning and work	3.85	.77
10. Students' learning is supported through structured self-review e.g. checklists and grids	3.75	1.18
11. Classrooms simulate the work environment	3.59	1.06
12. Students' learning is supported through reflective self-review e.g. learning logs including 'blogs'	3.48	1.12
13. Students take part in structured debriefings	3.33	1.18
14. Students are encouraged to take informed risks	2.95	1.04
15. Enterprise outcomes are made explicit	2.81	1.14
16. Students' learning is supported through peer-review	2.76	1.06

3.3.3.3 Advice and guidance related to employability

Respondents were asked to indicate, on a 5 point scale, to what extent employability issues were addressed during different stages. Means scores and standard deviations are presented in Table 3.5 (with the detailed responses in Annexe 2).

Table 3.5: Means scores for rating of extent to which employability issues are addressed at different stages

(min 1; max 5)

	Mean	SD
Pre-entry/recruitment	3.90	1.09
Induction	3.92	.94
On-course	4.36	.77
Pre-exit	4.53	.64
Post-exit	2.87	1.39

Employability issues are most commonly and extensively addressed at the on-course and pre-exit stages, although they appear important at both induction and recruitment stages. The higher SD for both the pre-entry/recruitment and post-exit stages indicates that responses were more widespread, with a higher proportion choosing the 'less used' options. While some providers do follow-up with post-exit support, this is a rarer occurrence.

3.3.3.4 Collaboration and partnership working

Respondents were asked to indicate, within their areas of responsibility, to what extent collaboration exists with a range of partners in the development of employability capabilities in students. They were also asked to give examples of other partners that were important in this respect. Means scores are reported, with detailed results included in Annexe 2.

Table 3.6: Mean scores for rating of extent of collaboration with other partners on employability issues

(min 1; max 5)

	Mean	SD
Employers	3.71	1.09
Local enterprise companies	3.03	1.23
Other colleges	2.68	1.17
Entrepreneurs	2.05	1.05

Unsurprisingly, collaboration is most likely to be found with employers, and least likely with 'entrepreneurs', perhaps reflecting the generally lower emphasis on enterprise found in relation to other questions. Collaboration with local enterprise companies and other colleges was less common than involvement with employers.

Other partners identified by respondents were Careers Scotland and Jobcentres, local learning partnerships, sector skills councils and training bodies, social work departments, local authorities, supported employment agencies, voluntary organisations, social inclusion partnerships, schools and universities.

Respondents were asked to give examples of collaboration which they had found particularly effective. The majority who gave examples (28) referred to working with employers but wrote in very general terms. Specific examples of working with employers found to be effective were:

- Collaboration with a health trust where managers are involved in induction, used as guest speakers and are involved in pre-exit guidance
- Partnership arrangements with employers who guarantee interviews and jobs for students
- Students placed in small businesses to develop web-pages (a joint college initiative between Creative Arts and IT departments)
- Employers involved in student learning reviews.

Some respondents highlighted work with other colleges and schools, for example:

- An inter-college sports project with 4 colleges involved which was seen as particularly beneficial for students with special needs
- Collaboration with primary schools for students taking coaching modules as part of Sports Studies. The schools get support for PE and students get experience which can lead to jobs
- Provision for S4-S6 pupils
- Primary and secondary pupils involved in a hands-on day and competitions in the college.

Four respondents referred to effective collaboration with relevant skills councils and training organisations that were key in advising on content and course development. One

respondent referred to the Information Technology Providers Consortium Scotland (ITPCS) as being particularly effective.

3.3.3.5 Staff development

Respondents were asked to identify what they perceived as the greatest staff development needs in relation to improving students' employability, enterprise and careers knowledge and skills. Fifty-four of the respondents made comments.

The majority of responses fell into two main categories:

- updating for staff with relevant workplace knowledge and skills and awareness of the present day job market (23 comments)
- understanding of employability and enterprise issues and how to embed them into courses (22 comments).

The majority of those in the first category proposed work-placement and industrial experience for lecturers as the most appropriate way of achieving this. Working with representatives from industry in planning programme content and delivery was also suggested. Keeping up-to-date was important to ensure that student experience was relevant to the needs of employers and that guidance was also current.

In relation to employability issues, most responses were quite general, highlighting the need for more awareness, understanding and help in delivering these alongside the learning, and methods of recording their achievement. Three respondents indicated that teaching packs or tool-kits would be helpful. Only 2 respondents thought that understanding of enterprise and enterprise skills and attributes was a staff development priority.

Other issues for staff development included:

- the development of specific skills and knowledge (4 comments), e.g. IT skills; Health and Safety legislation; personal skills to be able to 'respond to negative attitudes in the client group'; how to work with those with low self-esteem and confidence
- staff attitudes (5 comments), e.g. willingness to learn new skills, the realisation that these issues are the responsibility of all staff, realising students have to take responsibility for their own development.

Both the SMT respondents and the 'Heads' responses identified that staff development to create a greater understanding and awareness of employability was important. However, Heads gave more emphasis to the need to maintain and update lecturers' technical expertise. Whilst both groups identified a need to provide staff development for the pedagogical aspects of employability, the Heads gave greater importance to work placements and updating of technical knowledge of their field for lecturers.

3.3.3.6 Further developments planned

Respondents were asked what plans they had for further developments, specifically in relation to employability and enterprise.

A small number (3) indicated that they would be expanding existing strategies, for example, where something had been tried with a group of students it would be used more widely; one spoke in terms of 'roll-out' of practice piloted in one department to other college areas.

The majority of comments (25) related to various ways of raising awareness of employability issues. In addition to generally raising awareness (5 comments), specific activities included: developing integration within awards and courses (4); using stand-alone units (4); appointing staff or allocating responsibility to existing staff to include employability and enterprise issues

(4); introducing or extending use of learning logs/profiles/PDPs (4); better use/development of guidance 'slots' (3); developing a resource centre (1).

A further group of responses (12 comments) related to strengthening links with employers, such as more opportunities for student work experience and more involvement of employers as guest speakers on courses and in student reviews.

Other proposals included working with the NEET group, using former students as mentors, and one respondent hoped to develop links with European colleges that are committed to raising employability and enterprise skills and to develop co-operation and exchanges of ideas, students and staff.

One respondent indicated that these issues were in the operational plan and that 'employment skills were well covered, careers to a slightly lesser extent. However, enterprise requires more development work'.

3.3.3.7 College priority on employability and enterprise

Respondents were asked to indicate what priority they thought was given to employability and enterprise within the overall aims and objectives of their college. They were asked to indicate what they would propose as evidence to support their response.

The responses were:

- Very high priority 17 (25%)
- High priority 28 (42%)
- Medium priority 10 (15%)
- Low priority 1 (2%)
- Very low priority 0

Those who selected 'very high' for the most part referred to strategic, operational and other plans as evidence. One respondent said that 'we still have much to do, but it is very high on our agenda'. It is interesting to note that the one respondent who chose 'low' commented that while 'it is accorded higher priority in terms of strategic and operational planning documents' there is a 'lack of course content and a lack of appropriate staff'. Other evidence referred to included high levels of employer involvement and strong central college support with a commitment to purchasing and developing resources.

Those who selected 'high' also mentioned college planning documents. This group also referred to the success of young people entering employment and the strength of guidance systems.

Some of those who selected 'medium' indicated that priority varied according to course and student type and that these issues were given greater emphasis in some provision. It was also reported that the college was beginning to look at these issues. Positive evidence cited included the introduction of employability units and the provision of central guidance and career planning. A comment by one respondent, who is the Director of a centre for employability, provided valuable insight:

'It's a major priority within our Unit/Centre but across the college it has a low priority – probably because we are seen to be dealing with it! It has been an uphill struggle to raise the profile and importance of employability and to stress the benefit of underpinning the academic curriculum with the employability and enterprise agendas. Lecturers feel that they have enough to do and are already stretched to capacity – consequently we have developed the agenda primarily through support staff and with funding from a

large number of sources. At present there are no performance indicators relating to progression and so it is not a focus of the college.'

3.3.3.8 Examples of good practice

Respondents were invited to give up to 3 examples of good practice from their area of work. These have been collated and are included in Annexe 3. These examples were used to support the identification of appropriate case studies, presented in detail in the following section.

4.0 The case studies

The survey questionnaires included an opportunity for respondents to identify any particular examples of good practice in employability activities from their college. These responses were used to identify a group of college activities for further investigation as good practice case studies. Six case studies were identified from the questionnaire, one was selected from the initial review of college strategic plans and materials and another was identified from an employability event in March 2006. The case studies were selected to ensure coverage of a range of employability themes, as outlined by the SFC, including both college-wide practice and activities within particular curricular areas. These themes, highlighted for each case study, include:

- Employability activities
 - embedding employability skills and attributes
 - provision of work-related experience
 - opportunities to develop enterprise and self-employment skills
 - support for learners to reflect on and record achievement
 - support for learners to develop career planning skills
 - provision of career guidance
- Underpinning issues
 - employer engagement
 - college wide strategy to embed and evaluate employability practice
 - potential for collaboration
 - staff development
- Learner journey
 - pre-entry/induction
 - on course
 - pre- and post-exit.

To research the case studies, a member of the research team visited each college (one case study was completed via telephone interview), and met with a college representative, and in many cases with additional members of the relevant teaching staff. The findings are presented here, and additional example materials for some case studies are included in Annexe 5.

Case Study 1	Angus College: Pre-apprenticeships in construction and a model office environment
Case Study 2	Aberdeen College: College-wide employability practice for staff and student development
Case Study 3	Borders College: Land Based and Leisure Department, lesson planning, and a student's guide to employability
Case Study 4	Cardonald College: Two activities supporting students' personal development through emotional intelligence
Case Study 5	Glasgow College of Nautical Studies: Curriculum audit of employability and citizenship themes
Case Study 6	Langside College: Two examples of collaboration in work related learning

- Case Study 7** **Stow College: Embedding employability in studies in creative industries: HNC/HND Music**
- Case Study 8** **Telford College: A student-focused employment service**

Case Study 1

Aberdeen College

College-wide employability practice for staff and student development

Themes

Embedding employability skills and attributes, Provision of work-related experience, Employer engagement, College wide strategy to embed and evaluate employability practice, Staff development

Introduction

This case study was identified from the examples of good practice provided by the College Sector manager for Care and Service Industries.

The activities

Care and Service Industries as a department is very focussed on employability within all its programmes and communicates this to learners when they start the studies. Since employability is a priority for practical based courses, learners are treated as 'employees' as part of their programme, and everything the students do will be linked to enhancing employability. The student Code of Conduct reiterates sector principles for attitudes and behaviours linked to employability. Lesson plans all include clear references to core skills, and Individual Learning Plans include not only core skills, but also employability attitudes and skills such as punctuality and participation. Lecturers can receive support on how to embed or integrate core skills, by using College core skill 'experts', who will develop core skill solutions to challenges within a class; that is, they help lecturers to develop relevant examples which put the core skill in the context of the subject.

In support of the students' employability development, staff are encouraged to maintain their own industrial experience. Hospitality and Hair and Beauty staff complete at least 30 hours each year of CPD, which includes industrial training. No member of staff is expected to go more than three years without some form of industry experience or training.

Staff placements and industrial links are seen as integral to the College's approach to employability. Not only do they ensure staff professional skills are up to date, but these contacts facilitate employer involvement in other areas of teaching and learning. Most programmes involve work placements, and employer support is essential to ensure sufficient suitable places are available for students. New staff, with little recent teaching experience (for example who have been recruited from industry), are offered a comprehensive programme of staff development designed to help them make a successful transition to teaching, including:

- A 3 month induction process, including a 'new to FE' course
- Progression to ITT and to TQFE, and degree courses where appropriate
- A senior lecturer as mentor and a 'buddy' from within their team
- A programme of regular review

Employers are involved in course development and planning, and are invited to provide input to programmes at the course approval stage, to ensure that courses are current and relevant. Employers are encouraged to become involved in the continuing development of course and materials, and the ongoing quality improvement of courses. Employer liaison groups were developed to facilitate this practice, although it has been difficult to maintain attendance from some employers. The Sector is testing a variety of methods to make

employer involvement more accessible to companies, including sector business breakfasts, single-day events, and termly evening course committee meetings with an employer representative. This model will go College-wide, as the College intends to further develop employer links for technical support to courses, and to formalise employer involvement in curriculum planning.

Learner development for employability in practice: Roxburghe House

Beauty and Complementary Therapies students are offered a work placement at Roxburghe House, an NHS palliative care centre. The students provide a range of services to the patients of Roxburghe House, and keep a diary of their practice and experience, which is reviewed with their lecturers. Students complete 80 hours over 2 months at the hospice, working in groups of 6 to 8. Students are prepared for the experience in advance, and complete their placements with staff support. One of the first learners to participate in the pilot has secured employment through NHS Grampian as a complementary therapist within a well established multi-discipline team. This ex-learner facilitates and supports the work of current learners on the Sectors programmes. Staff from the College and Roxburghe House have been invited to present at the General Nursing Council Annual Conference in October 2006 to outline the benefits of this collaborative project.

Review of the diaries has shown that students find Roxburghe House to be a challenging but rewarding experience, and many have returned as volunteers after their placement has finished, and receive a certificate for volunteering which enhances their CV. There has been a long standing relationship between the College and Roxburghe House for this programme, and rewards are found for both. The patients of the hospice find the provision personally satisfying and uplifting, and have commented on their enjoyment at being involved in the students' learning. Student diaries have shown extraordinary personal development through the programme, with some students recording significant positive changes in their personal behaviours and attitudes. Some examples of student reflection on their experience have shown significant improvements in their own self esteem and self worth, and others have led to major behavioural improvements. Staff speak very highly of the programme, for the opportunities it gives the students for their professional and personal development, and for the positive community relationship established between the College and its staff and Roxburghe House.

Case Study 2

Angus College

Pre-apprenticeships in construction and a model office environment

Themes

Embedding employability skills and attributes, Provision of work-related experience, Opportunities to develop enterprise and self-employment skills, Support for learners to reflect on and record achievement, Employer engagement, College wide strategy to embed and evaluate employability practice, Staff development, Learner journey: pre-entry/induction, on course

Introduction

This case study was identified from the examples of good practice provided by the respondent to the senior management survey. Details of this case study were provided by the Directors of Learning and Teaching, and course leaders for the programmes discussed.

The activities

Employability at Angus College is part of an overall retention strategy based on more student contact alongside an increased focus on learning and developing attitudinal skills. The college has introduced a 'personal development planning' (PDP) process to measure distance travelled, which focuses on the relationship with the student. The PDP is a goal-based view of employability and what they really need to learn to get a job. All teams use the PDP process.

1. Pre apprenticeship placements in construction

The programme involves a mix of pre-vocational (15 and 16 year olds) and second year learners. The pre-apprenticeship placement programme was developed in conjunction with the second year course, to enable learners in both groups to access a balance of college based and work based elements. The second year students are placed with employers, but their skills are sufficiently advanced that they have become integral to the companies. Consequently, during busy periods, the companies often found it difficult to release students at the times required by their course, and experience showed that for both employers and students, during the second year the on-the-job opportunities often took precedence over their course.

In order to support the companies, and release the second year learners, the College developed a learner swap programme, where pre-apprentices were placed with the busy company for one or two weeks, to enable the second year learner to return to college and complete their units.

For the programme to be successful, the pre-apprentices had to be carefully selected from the course group, and prepared for the workplace environment. Vocational competence is only part of the focus; the attitudinal and behavioural competences are defined, discussed, and reviewed as well. In practice, almost all pre-apprenticeships were offered some employment by the employer with which they had been placed. Whilst this often results in the pre-apprenticeship not completing their course, the experience they gain with the employer contributes, in nearly every case, to the learner returning to a year one apprenticeship course in conjunction with the College.

The pre-apprenticeship programme itself is a 35 week course, comprised initially of one day 'tasters' of a range of construction skills. After the first five weeks, the pre-apprentices choose a specialisation. Students come from a variety of backgrounds, but many are introduced to the programme as S2 pupils through a taster day, followed by a weekly half day in S3 or S4, and ultimately may join the pre-vocational course, although last year there were 120 applications for 60 available places.

To ensure that all learners on the pre-vocational course have access to work related opportunities, the College has worked in collaboration with 'Seeing is Believing', part of Scottish Business in the Community, to facilitate site work opportunities with the voluntary sector. Next year, this off-site activity will be developed as a model site project, with students taking on roles such as press manager, site manager, or contract manager, and where the Students will manage the project from its initial conception and first contact with the 'client'. This will enable those learners who can not access a pre-apprenticeship to undertake a model of work-based training.

2. A model office environment – 'Preparing for Employment'

The course was initially developed as a Skillseeker programme, but the learner profile – with a high number of school leavers – suggested that a restricted and tailored programme of more appropriate learning was required. Built on City & Guilds 3797 'Preparing for Employment', this course is a roughly pre-vocational programme, which runs throughout the year in 12 week blocks, but with flexible provision to match the varied personal commitments and readiness for learning of its participants (mainly 16 year olds with some degree of disengagement from learning, although learners may be up to 20 years, and some pre-sixteens also participate). The course has three levels, to enable progression, but getting learners into employment is seen as a priority. The candidates also undertake an SVQ Business Administration Level 1 or 2 depending on their ability.

The model office is based on the college site, but operates as a fully functioning administration service for the college. The course is not assessment based, and practice comes from real administrative work provided by college staff, such as producing lesson plans and course materials. The emphasis is on professional skills and presentation right from the start of the course, and the staff have developed a programme of student support which involves a range of innovative practice including:

- self assessment linked to clear definitions and examples of skills and levels, to enable learners to visualise their behaviour and compare it with examples of their goals (for an example, see Annexe 5a)
- Use of graphical presentations of progress towards goals, mapped against events in their personal life so they can see the connection between personal and professional events and their behaviours
- A system of peer support including a 'buddy' system for new entrants and pre-sixteens, Mebo.com for on-line group support using a code of conduct the learners devise themselves
- One-to-one goal setting and discussion of self-assessment, resulting in *negotiated* assessment of progress toward goals
- Close links to the College's Student Services provision for information, advice, and guidance throughout the course

The combination of tailored one-to-one and peer support, and practical yet flexible learning has resulted in 90% of learners reaching an EET outcome (moving into education, employment or training).

Staff development for employability at Angus College

Staff are aware of the importance of employability skills, and committed to providing learners with every opportunity to enhance their employability through core skills. However, the assessment focus of vocational qualifications does not release much time for staff development activities focussing on employability. In addition, keeping staff vocational skills updated is a college priority. Innovations such as flexible lesson planning and guided study have enabled lecturers to teach more collaboratively, thereby freeing up time for staff to undertake their own work placements and keep their industry experience up to date, as well as to develop and refresh course materials and teaching practice to enable employability activities. The College feels strongly that employability strategic planning should be bottom-up, so it's part of the learning strategy linked to core skills, and lecturers and team leaders are making further developments to the process themselves.

Annexe 5a Preparing for employment student progress report

Case Study 3

Borders College: Land Based and Leisure Department

Lesson planning, and a student's guide to employability

Themes

Embedding employability skills and attributes, Provision of work-related experience, Support for learners to reflect on and record achievement, Support for learners to develop career planning skills, Provision of career guidance, Employer engagement, College-wide strategy to embed and evaluate employability practice, Learner journey: on-course

Introduction

This case study was identified from the initial trawl of college websites, searching using terms such as 'employability' and 'enterprise'. Two resources used by Borders College were identified from this web search.

The first is a lesson planning document (see Annexe 5b). This is the standard lesson planning document used in the college. As can be seen, it requests tutors to identify opportunities for the students to demonstrate core, employability and citizenship skills as they plan each lesson session.

The second resource is entitled *A Guide to Skills for Employment* (see Annexe 5c). This is a resource designed to highlight, for students, the kind of expectations that employers have of them, to help them to identify where they stand in relation to these expectations, and finally to devise actions that will improve their employability. Although this is on the college website, enquiries to the college revealed that this resource was developed in the Land Based and Leisure Department and it is currently being piloted with one group of students in that department.

On the visit to the college to explore the use of these resources, a discussion was held with the Head of Department: Land Based and Leisure. This discussion was fruitful in that it raised a wide range of relevant issues, including the nature of the young people who were involved in employability activities; the relationship of employability to a range of other issues such as enterprise, citizenship and core skills development; the kind of activities used to develop core, employability, enterprise and citizenship skills; and the role of employers in the education of the young people involved.

The Head of Department thought that the main focus should be on the needs of the students and the needs of employers. If this focus were kept to the fore, then the curriculum would follow. The next two sections will discuss the young people involved in employability activities in the department and employer involvement.

The students

Employability activities in the department are largely aimed at students on entry level courses. Higher National students were seen as 'more switched on and organised' as far as readiness for employment is concerned. Around half of the students on the course that is the focus of the pilot were seen to be disengaged and sometimes disruptive. They were not perceived to be ready for employment. The Head of Department expressed a particular philosophy towards these students. He thought that because of school and or home experiences these students had developed attitudes towards authority figures that potentially created barriers for them in the employment market. However, he did not think that exhortation to do things properly or heavy disciplinarian approaches were the way ahead, as

these methods result in the students putting up further barriers and disengaging to a greater extent. Rather what seems to work is to engage these students in ways that capture their interest and imaginations whilst at the same time introducing to them the expectations of the real world of employment.

There are around 180 students on the various entry level courses offered by the department. They tend to come in to the department with few or no qualifications. The courses are designed to be highly practical and based as far as possible on a real working environment, using real equipment and producing real outputs. They are normally one-year courses, although some students undertake two such courses, for example hard landscaping one year and soft landscaping the next year, which will improve their employability.

Employer involvement

The Head of Department referred to a report he had produced entitled *Landbased and Leisure Department: Consultation with Stakeholders*. This listed the kind of activities undertaken by the department to engage employers. A wide range of consultation activities are listed and include advisory group meetings, working breakfasts, questionnaires to employers, talks from employers to student groups, provision of work experience by employers, talks by employees (including former students) to students and provision of realistic projects by employers.

The Head of Department had been concerned that, at one meeting, employers had expressed the view that migrant workers from Eastern Europe had a far better work ethic than local school leavers. However, the HoD realised that this is not comparing like with like. Scots of a similar age to the migrant workers who were seeking work abroad would also be likely to have a better work ethic than younger school leavers in Scotland.

The employers also expressed a view that they felt that the landbased industries were having young people at the bottom of the ability range 'dumped on them'.

The HoD took steps to widen the range of activities that involved employers in the courses. Employers and recent students were invited to come and conduct sessions with the students on what it is like to work in the industry. One employer laid it on the line by indicating that he was not looking for excuses for lateness, poor attendance or poor working practices. He wanted employees to deliver 40 hours per week of work that was chargeable to customers. However, he had brought along a new tractor and a laptop computer to demonstrate to the students the skills involved in diagnosing problems in modern farm machinery. A recently graduated student, employed by a local firm, spoke to the students and illustrated ways in which it was important to have high levels of core skills. A set of posters was produced showing photographs of the employment-related speakers alongside quotes from them on the importance of employability, enterprise and core skills. This helped to gain credibility for core skills. *The Landbased and Leisure Core Skills Portfolio*, in which students record evidence of the development of core, employability and citizenship skills, includes, at the bottom of each page, a quote from an employer on the relevance of the skills reported on that page in the workplace.

The Head of Department thought that employers being seen around the college helped to focus the minds of the students on employment as they started to recognise local employers with whom they had perhaps had a work-experience placement.

Employability-related activities

The college had recently been inspected and the Landbased and Leisure Department had received two very good scores. The HoD had produced two documents that illustrated sector-leading innovative practice.

The first of these is *Work Placement and Residential Schemes in the UK and Other European Countries*. These activities include residential visits within the UK to sites relevant to the students' courses such as the Eden Project, the Smithfield Show, the Horse of the Year Show, and the Cairngorms for snowboarding. The college also has one of the largest Leonardo Mobility Project involvements in Scotland which includes work placements for agriculture students in France, horse care students in Ireland, rural mechanics students in Norway, game-keeping students in Sweden and leisure students in Spain. These activities are seen to contribute to the students' learning by taking them out of their normal environment, increasing self reliance, raising self esteem, meeting people from other cultures, providing new technical skills and developing employability and citizenship skills.

The other sector-leading innovative practice involved the *Development of enterprise and citizenship skills through contributing to projects in the local community*. One example given was the planting of a hawthorn hedge which the community bought and the students set out and planted. This activity was seen to develop team working skills and also to provide a source of pride for the students, who had worked on it for many years. Advantages included having real as opposed to simulated work, the use of real materials, having to work to a realistic schedule, problem solving, experience of budgeting and time management, and liaising with members of the public.

The HoD described several enterprise projects undertaken by students that developed similar skills to those described above and also provided funds for some of the residential visits. For example one group of students produced garden obelisks that retailed at over £100 each. This funded a go-karting outing.

Opportunities for student reflection

The Land-based and Leisure Core Skills Portfolio (with employability and citizenship) has already been mentioned. An example was provided. A couple of resources to aid student reflection on employability skills were also shown. Completed examples of the document shown in Annexe 5c were produced. Most students had self profiles that were agreed by the tutor. One student over estimated his (it was male student) attributes and an action plan was identified. Another resource to support reflection was also shown. This was called *Arrows of Reality* and could be used flexibly to identify a student's view of self, a student's view of a group or a group view of a student. This could then be used as discussion material.

The HoD made the point that resources to reflect on work experience, on enterprise activities and on employability skills and attitudes tended to be similar, and that perhaps a more holistic approach was needed.

Comments

When asked about the success of these various activities, the HoD indicated that during the course of the session the proportion of good days that disengaged students had tended to increase. Certainly the approaches used in the Department accord with current approaches to positive behaviour management and constructivist approaches to learning.

Annexes

Annexe 5b Lesson planning document
Annexe 5c A Guide to Skills for Employment

Case Study 4

Cardonald College

Two activities supporting students' personal development through emotional intelligence

Themes

Embedding employability skills and attributes, Provision of work-related experience, Opportunities to develop enterprise and self-employment skills, Support for learners to reflect on and record achievement, Support for learners to develop career planning skills, Provision of career guidance, Potential for collaboration, Staff development, Learner journey: on course, pre- and post-exit.

Introduction

This case study was identified through discussion with other professional stakeholders at a conference on employability at Holyrood, Edinburgh, on 28 March 2006. A meeting with a Development Officer from Cardonald College was subsequently arranged. Two key topics were selected from a number of interventions employed by the college:

- the first is '**Personal Development, Business Success**', which aims to develop personal skills training and business acumen in order to improve employability
- the second is '**Working with Emotional Intelligence**', which sets out to find whether employability skills can be improved by developing emotional intelligence.

On the visit to the college to explore the use of the above, a discussion was held with the Quality Development Manager and with the Development Officer (Personnel).

Background

Cardonald College was the lead college in a project funded by the Scottish Funding Council entitled *Focus on Learning 1* during 2002-2003. Its aim was to improve the achievement and retention of students. Several key areas were identified in this initial project, viz. learning styles, emotional intelligence, thinking skills, physical factors in the classroom, memory and recall.

In January 2005, *Focus on Learning 2: Steps to Employability* followed on from this, with Adam Smith College taking the lead. Dissemination of the findings of the project will take place in December 2006. Partner colleges are: Aberdeen, Cardonald, Dumfries and Galloway, Reid Kerr and North Glasgow. There are 22 "interventions" identified, 8 of which are being addressed by Cardonald College. These are: Personal Development, Business Success, Working with Emotional Intelligence, Motivate Me and I'll Surely Succeed, Developing a Strategy for Employability, Core Skills for Real, What do Students and Employers Perceive to be Employability Skills?, Improving Skills for Learning and Work, and Mind Matters. All aim to improve employability skills.

The remaining 14 'interventions' are as follows:

Aberdeen College: Life and Work in Britain, From Therapy to Employment

Adam Smith College: Team Play, Citizenship: Making Ready for Employment, Moving Towards Work, For Life, Targeting Employability.

Dumfries and Galloway College: Communication for Work, Managing Me, Interviews for Success.

North Glasgow College: Fresh Start: From Refuge to Employment.

Reid Kerr: Learning for Life, An Integrated Approach to Learning, Motivated to Succeed

The purpose of the interventions generally is not only to improve achievement and retention levels (as in *Focus on Learning 1*), but also to improve the rates of successful progression to university and the academic and personal development of “Access Level” students.

‘The Employability Skills Wheel’ (Annexe 5d) (Hackney District Council) was used in the interventions at Cardonald to demonstrate to students and tutors the key components of employability which employers themselves have identified. The segments of the wheel were number-coded and each project team used the coding to identify which employability skills were being addressed within each project. The segments of the wheel are:

- 1 First impressions
- 2 Non-verbal communication
- 3 Reliability
- 4 Planning and organising
- 5 Flexibility
- 6 Time management
- 7 Critical/creative thinking
- 8 Team working
- 9 Problem-solving
- 10 Written communication
- 11 Verbal communication
- 12 Ability to learn/continue learning
- 13 Confidence/self esteem
- 14 Responsibility for own development
- 15 Motivation
- 16 Dealing with authority.

A simple questionnaire (Annexe 5e) was distributed to selected class groups as part of Cardonald’s quality improvement agenda. It sought the views of students on the importance of employability skills.

The students

The first intervention is aimed at 14 students who are undertaking the Diploma in Stress Management and who are already qualified Holistic Therapists. The group comprises mature students, all of whom are women. Their new cognitive stress management skills will be used in community and workplace settings where they run stress management clinics. By introducing the development of personal skills training and business acumen, it is hoped that employability will be improved. The learner’s journey was charted at pre-entry, on-course and pre-exit levels. The course tutor was invited to speak about the project at a National Dissemination Event for colleges in March 2006.

The second intervention involves 16 ‘Access 3’ level students who have mild to moderate learning difficulties and who have come to the college with few or no qualifications. These students are part of the college’s ‘Continuing and Supported Learning’ section. They are unlikely to enter employment immediately after college and will possibly do a further full-time college course at NQ level, developing the skills already learned. This intervention aims to find out if employability skills can be improved by the development of emotional intelligence, and runs from September 2005 to June 2006. A mini action research report is to be made available soon, giving details of progress to date.

The activities/interventions

(1) Personal Development, Business Success

The aim of the intervention strategy is firstly to develop a broad range of skills which will develop the personal qualities required for self employment, such as self confidence, self esteem, motivation, time management and goal setting. It offers the students the opportunity to produce a business plan and highlights the business skills necessary to secure funding from sources such as a bank or enterprise group.

The students completed an “Emotional Competence Framework Self Assessment” as a tool for measuring soft skills ‘distance travelled’, assessing the personal skills and identifying areas for further development.

Key features of the activity were:

- working with a life coach from the private sector who had previously been involved with the college
- noting experiences and levels of competence in a diary and reflecting on these
- undertaking SQA unit in Business Enterprise and preparing a business plan
- preparing a PowerPoint presentation to promote their business
- being observed by tutors and having levels of confidence assessed using a checklist in which areas such as timekeeping, personal appearance, note-taking ability and personal effectiveness in asking questions were addressed.

Outcomes to Date

- Analysis of an initial “Emotional Competence Self Assessment Questionnaire” revealed that, in general, the self confidence of students was low, with many areas being identified for further development.
- After embarking on a 7-week programme of personal skills coaching, the students’ self esteem increased dramatically. They made use of ‘The Elevator Statement’ in which they talked about themselves to others, having had the opportunity to rehearse their presentations frequently. Confidence levels increased as the ‘Elevator Statements’ became more ‘polished’, with students feeling more able to ‘sell’ their skills to others. It was recognised that such skills would be most useful in ‘real life’ situations when securing employment or indeed setting up in business.
- It has been observed that this student cohort has grown in confidence and ability and are considered to be a most able and competent group when meeting with clients in the community.
- Questionnaires were used with students pre-entry and repeated at a number of points during the intervention to ascertain if levels of confidence had increased. Qualitative feedback suggests that the outcomes are very positive.

(2) Working with emotional intelligence

Working with “Emotional Intelligence” focuses on achievement and on acquiring a personal vision encapsulated in “Learning to Work” which states that “without a personal vision, positive self- belief and the motivation to learn, a person’s chances of improving their prospects are likely to be limited.”

There are two main aims:

- To raise awareness amongst teaching staff of emotional intelligence and to assess its impact on students

- To provide a series of activity-based workshops within the curriculum in order to challenge students and raise motivation, enabling them to acquire the skills, understandings and personal attributes needed to improve their prospects of finding and sustaining employment

Staff Development

Tutors who had regular contact with the students were invited to attend a series of training sessions on emotional intelligence which defined the concept, established the relationship with employability and developed approaches for implementation.

Four aspects of emotional intelligence were selected for the project and students were set target areas:

- Self regulation - time keeping and attendance
- Empathy - interpersonal skills, accepting authority
- Motivation - teamwork
- Self awareness - confidence, self esteem.

Tracking sheets were used to monitor progress; tutors were encouraged to give positive statements on student performance.

Activity Workshops

The following were delivered in conjunction with specialist partners from outwith the College:

- Activity days designed to improve retention rates and encourage team building, interpersonal skills and motivation
- Drama workshops in which emotionally challenging workplace situations were enacted
- Positive self regard and communication workshops
- Careers Scotland workshops on interview skills
- Workshops where art was explored through discussion, creative writing and practical activities.

The aim of the above was to equip students with the soft skills necessary for employability, as stated in “Learning to Work”:

- Effective time management
- Planning and organising
- Effective written and oral communication skills
- Problem solving
- Working with others to achieve a common goal
- The ability to learn and to continue learning
- The ability to handle interpersonal situations.

Techniques acquired have led to the introduction of “person-centred planning.” This is intended to help students focus on their ambitions, allowing them to set personal targets which can be achieved through work placements. Each student completes an Employability Skills Profile focusing on goals which may be achieved through the second-year work placement. With the help of their tutors, students review and reflect on what they have achieved and engage with tutors to ascertain next steps in the personal learning plan process. A pilot scheme is currently operating within the College’s Guidance Unit which is taking Personal Learning Planning further.

The outcomes of the activity with the “Access” students are yet to be analysed. The concept of Emotional Intelligence continues throughout Cardonald College next session as more staff and students adopt the approach.

Annexes

Annexe 5d: Employability Skills Wheel, Hackney District Council

Annexe 5e: Employability Skills Questionnaire, Cardonald College

Case Study 5

Glasgow College of Nautical Studies

Curriculum Audit of Employability and Citizenship Themes

Themes

Embedding employability skills and attributes, College-wide strategy to embed and evaluate employability practice, Staff development

Introduction

This case study was identified from the senior management response to a question about examples of good practice in the survey of colleges. This study was discussed with the Assistant Principal and Academic Registrar.

Background

The Audit was developed with reference to HMLe Quality Framework Guidelines highlighting the need to ensure that the themes of employability and citizenship were embedded within course delivery. The College Senior Management Team discussed how this could be achieved and decided to form a Short Life Working Group to take this initiative forward. The Short Life Working Group decided to obtain information through the use of a feedback form headed 'Identifying Good Practice in Employability & Citizenship' (see Annexe 5f). A similar form has been used in a number of colleges. The Short Life Working Group adapted the form using the key headings from the HMLe Quality Framework. Each heading was expanded and appropriate examples were indicated so that staff completing the form knew what was required. The key objectives were:

1. to highlight gaps, if any, in provision
2. to enable cross-college planning of initiatives in Employment and Citizenship through Learning Services and Careers Scotland.

The Activities

Timescale

The Identifying Good Practice in Employability & Citizenship feedback form was issued with a clear return date which allowed six weeks for completion. The Short Life Working Group agreed this tight timescale to ensure that the information was received quickly and could therefore help to inform practice. The form was issued to all Heads of School within the college and they in turn issued it to 46 Course Leaders. The Course Leaders discussed the Identifying Good Practice in Employability & Citizenship feedback form with the appropriate Course Teams and in this way all staff were involved in the gathering of the information.

Next Steps

The information obtained from the feedback form was used to highlight:

1. How widespread were the themes of employability and citizenship in course delivery?
2. What did the themes of employability and citizenship mean within the course delivery?
3. To enable changes in the central provision of services to take place from an informed position.
4. To set strategic targets relating to employability as part of the College's Learning and Teaching Strategy.

In conjunction with the Identifying Good Practice in Employability & Citizenship feedback form, the college Senior Management Team will also take into account the Evaluation Reports from Course Teams.

All the forms collected were collated and put into folders and given to each Head of Department, thus ensuring that the information gathered was available to all staff. This form of dissemination allowed Heads of Departments, Course Leaders and Teams to see what other Departments and Courses had done with regard to embedding the themes of Employability and Citizenship into their course delivery. It allowed practice to be shared throughout the College.

Follow-up

As a result of the information collected, a process of reflection has started. All course delivery is being reflected upon to see if any further developments are needed. Areas for future development and consideration are:

Students

1. how to measure 'distances travelled' – considering good practice for the learner, particularly progression and personal attainment. This may be done through self-evaluation processes and core-skill profiling
2. existing guidance to students – at present this is very detailed at the end of a student's course but there is an awareness that more is perhaps needed in the middle of the course
3. whether each student should have a nominated lecturer and an entitlement to meet to discuss progress in the areas of the key themes of Employability and Citizenship.

Staff Development available in the last academic year:

1. session on the themes of Employability and Citizenship for all Course Leaders
2. newsletter disseminated six times a year on Quality Matters and Good Practice
3. highlighting good practice within the college and how it can be adapted
4. talking about the themes of Employability and Citizenship and therefore highlighting the need to ensure that they are embedded within course delivery
5. ensuring that there is an holistic view and that all initiatives within the HMle Quality Framework are monitored and tracked.

Annexe

Annexe 5f: Identifying Good Practice in Employability and Citizenship

Case Study 6

Langside College

Two examples of collaboration in work-related learning

Themes

Provision of work-related experience, Support for learners to reflect on and record achievement, Support for learners to develop career planning skills, Provision of career guidance, Employer engagement, Potential for collaboration, Learner journey: pre-entry/induction, on-course, pre- and post-exit

Introduction

The examples of good practice were identified by the head of Community Learning and Development. The study covers two courses:

- 6-week retail course developed in collaboration with the Greater Pollok Development Company, TESCO and Langside and Cardonald Colleges. The senior lecturer with responsibility for the course in Langside College was interviewed
- pre-modern apprenticeship course for young people in child-care offered by Langside College in collaboration with SkillsActive (previously SPRITO), the National Training Organisation for sport, recreation and allied occupations, and supported by Glasgow City Council and the Local Enterprise Company. Local Out of Schools Hours care providers offered placements for the students. The senior lecturer with responsibility for the course was interviewed.

i. TESCO course

Focus of study

The preparation and delivery of a 6-week course by two colleges, Langside and Cardonald, in partnership with the local economic development company, Greater Pollok Development Company, and an employer, TESCO.

Background

TESCO was opening a new large store in the area; as part of recruitment they agreed to take 70 local unemployed people on condition they participated in a 6-week training course. Colleges were invited to take part around the end of February with the programme starting at the end of April. Open recruitment was also available, so participants could have applied for jobs without taking part in the course. The financial side was managed by GPDC who contracted the colleges to deliver the course.

Participants

The participants were people from the Pollok area who were long-term unemployed. 80% of participants were men; the age range was 17 to late 50s. They were funded through Training for Work or ESF funding.

Partners and partnership working

The main partners in this development were TESCO, Greater Pollok Development Corporation, Cardonald College and Langside College. Recruitment of participants was

undertaken by GPDC and TESCO and the colleges contracted to develop and deliver the course. The course was devised jointly by staff from the two colleges. It was perceived that the partnership worked well, with regular partnership meetings (including JobcentrePlus staff) taking place. Partners worked together to come up with solutions to any problems which arose (mainly administrative and practical, but also addressing financial concerns of the students). It was noted that the staff from the two colleges worked very closely and kept in regular contact throughout the delivery of the course. TESCO staff were present every week at the college to meet the participants and review the course with them.

Employability issues: what and how addressed

The main objective of the course was to prepare the participants for employment in TESCO. They had already been selected by TESCO and were guaranteed a job if they completed the course.

TESCO did not specify the course content – their main requirements were that the course should cover basic skills and address broad retail issues that were not TESCO-specific. During the course TESCO staff gave a half-day input on their terms and conditions of employment including legal aspects, ‘dignity at work’ and dress standards. TESCO-specific training would be given when they started their new jobs.

The colleges were, therefore, given the freedom to devise a course they thought was suitable. Though no objectives were prescribed, the aims of the course were, broadly:

- the development of basic skills of numeracy, literacy and IT
- team building
- confidence building
- personal development
- establishment of work routines.

The course content included: (See Annexe 5g)

- basic IT
- cash handling (focusing mainly on personal money management and budgeting)
- customer care
- retail culture and retail skills
- food safety
- health and safety and basic first aid
- personal presentation and stress management
- personal development and employability skills.

The delivery of the broad, employment-related aims was integrated into the teaching of subjects; for example, much of the confidence building came through role-play when learning about customer services or, for some, learning to use a computer for the first time. Literacy tasks were included within IT skills development and also learning about retail and retail skills. The course was delivered largely through group work and group discussion, which encouraged team-building.

The course was also designed to assist people overcome barriers to participating in education and for that reason lecturers with experience of working in community outreach programmes were selected to deliver the course.

It was perceived by the college staff that, from the employers’ perspective, the establishment of work routines, such as attendance and timekeeping was one of the most important

aspects. This was checked by the employer on a regular basis. An important aspect of this was that prospective employees knew to communicate with them if there was a reason for absence, rather than just 'not turn up'.

At the end of the course, 63 of the 70 participants went on to employment with TESCO. (Five who were initially offered a place did not take it up for personal reasons and 2 dropped out in the early stages.)

Strengths

Success of the course was attributed to the following:

- the partnership worked well with regular collaboration and joint problem-solving
- the recruitment process through GPDC and TESCO was effective
- lecturing staff were experienced in working with unemployed people and could relate well to the participants
- students were committed and enthusiastic
- TESCO report that these short introductory courses are effective ways of helping people into the workforce. They report that when they review after 6 months, higher percentages of people who have done these courses are still there, compared to those employed through open recruitment
- This approach contributes to local economic development in a social inclusion partnership area.

Transferability and further use of this approach

- TESCO use this approach throughout the country and the colleges may run this course again for TESCO.
- The GPDC have plans to use this approach again when recruiting for other retail companies moving into the area.
- Similar employability courses have been offered in the care sector for people recruited to work in a new nursing home.
- There is potential to offer in other vocational areas, but focus is driven by local economic development and employer recruitment needs.

ii. Pre-Modern Apprenticeship Course in Play

Focus of study

A pre-modern apprenticeship course for young people in child-care offered by Langside College in collaboration with SkillsActive (previously SPRITO), the National Training Organisation for sport, recreation and allied occupations and supported by Glasgow City Council and the Local Enterprise Company. Local Out of School Hours care providers offered placements for the students.

Background

SkillsActive had identified that few people were entering into playwork and in early 2003 undertook a feasibility study related to offering courses for key groups (eg young people, women returning to work, and men) which would lead to recruitment to the sector. Langside College developed the course for young people. The course was piloted in 2003-2004 and has continued since then.

Participants

The target group were girls and boys who were intending to leave school at Christmas and who had no plans to complete school qualifications. The young people were recruited from local schools with the support of the Glasgow Schools Vocational Programme to ensure their suitability for the programme, the occupational sector and their potential to achieve the outcomes.

Partners and partnership working

SkillsActive, as the sector skills training organisation, had oversight of the development and delivery of the programme; the staff at Langside College were responsible for all aspects of managing and delivering the programme; Scottish Enterprise Glasgow (the Local Enterprise Company) supported the learners in gaining their qualifications through the Skillseekers programme; Glasgow City Council provided funding to the care providers (who were mainly voluntary organisations) to pay the trainee allowance; and local out of school care providers provided work experience for the students.

The course

Young people attend the college on a full-time basis from August until Easter. From Easter until the summer they are on placement for 20 hours a week with employers while continuing their studies in college. During the summer months they continue in their placements for 30 hours a week. From August until February they again combine college and placement. They work towards the Scottish Progression Award 'Accessing Playwork' and SVQ 'Playwork' level 2. Additionally, they complete the St Andrew's Ambulance first aid certificate, and two further SQA units: Food Hygiene and Child Protection: an introduction.

Employability issues: what and how addressed

The aims of the course are that:

- the students develop skills and competencies for employment in playwork that are both knowledge- and practice-based; and gain an understanding of the values of the sector and put them into practice
- the students develop as individuals
- the students access positive progression routes into employment or further study.

For details of course content see Annexe 5h.

Employability skills and attributes are addressed in the core skills and knowledge-based units and in the workplace. They are an integral part of the programme. For example:

- As part of the interview process, the students complete Individual Learning Support Plans to assist in identifying individual learning needs; throughout the course progress is monitored and reflection encouraged through the use of Learner Action Plans.
- 'Basic' employability issues, such as: time-keeping; dressing appropriately; informing employer of absences; how to communicate with different kinds of people (eg adults and children are addressed differently); and working with others are a focus of the pre-placement preparation.
- Team working, problem solving, decision making, taking responsibility and identifying hazards are all developed through the course units and on placement.
- Each student is mentored by college staff and their placement provider.
- Although the placement is agreed by the college and the placement provider, each student is prepared for and takes part in an interview process to help them develop employment-seeking skills.
- They develop their CVs and as part of the mentoring process they reflect on their future career plans, considering if they wish to continue in playwork.

Strengths

A major strength is the outcome for the students. The majority have progressed to employment or further study. Some are employed in the playwork sector and are now working towards their SVQ level 3 through the Modern Apprenticeship programme. Some have continued to study for childcare and social care qualifications.

Employers have particularly valued the opportunity to have an input into the development of the students. Feedback from employers is that the students have contributed positively to the work environment, eg they are 'young and enthusiastic'; they 'contribute a different view on the way children play; they come with a different voice'.

The partnership, although complex, was successful because all partners were committed to it and worked really hard to provide the opportunities for the young people. The out of school care partners gave exceptional levels of support.

Ongoing development

The programme is continuing for the pre-16 school leavers. It is also being offered to young people already in employment.

Annexes

Annexe 5g: Course Content (Tesco Retail Course)

Annexe 5h: Course Content (playwork)

Case Study 7

Stow College

Embedding employability in studies in creative industries: HNC/HND Music

Themes

Embedding employability skills and attributes, Provision of work-related experience, Support for learners to reflect on and record achievement, College-wide strategy to embed and evaluate employability practice, Learner journey: pre-entry/induction, on-course

Introduction

This case study was chosen to illustrate the embedding of enterprise and employability through the medium of music production. It is illustrated through the experience of students studying at non-advanced and HNC/HND levels, and also demonstrates how these students developed and shared these skills through work with local schools (primary, special and secondary – and including staff and students of the Gaelic school).

Details for this case study were gathered from a Vice-Principal at the college: discussion covered the development of this provision in one department, and how the general organisation of student support and the encouragement of employability across the college linked to this case study.

Background to the activities

Based on previous experience of education in sound engineering, the Department of Music and Creative Industries was established in 2001 to cover: sound production and engineering; acting and performance; music tuition; and music business administration. The college has been involved, from a very early stage, in the development of an SQA-validated Music Business Administration award and has several years experience in both course delivery and imaginative organisation of the award. It drew on the expertise of a number of contributors who were themselves active and important figures in the Scottish music industry and had developed the concept to the point where course participants managed College-owned record labels as a key component of the active learning. Staff links to local schools have encouraged development of enterprise activities for school pupils through music: college students are also involved in these activities with schools and their pupils.

The students

Students involved in these activities are mainly working at HND level, but there is a considerable degree of overlap and integration of these enterprise and business activities with HNC and non-advanced students, who tend to 'feed in' to the HND. There is generally an equal balance between male and female on these courses, but there has been some concern about the lack of minority ethnic groups, given the catchment area of the college: this has been addressed to some extent by the introduction of a new record label to focus on world music.

The activities

Prior to entry to the college (mainly through the non-advanced programmes for these courses) there is a pre-entry assessment/diagnosis of core skills, and all full-time programmes have a personal interview as part of the selection process: this allows some assessment of employability skills. The induction week has both college and departmental elements, and students are involved in practical activities (including directed group work)

from Day 1. Induction emphasises that the values required for learning are similar to those required for working and explains that the skills, attitudes and behaviours needed to be successful in learning are built on in the learning experience and through work experience and enterprise. Areas covered in the induction include: how to work with others; rights and responsibilities; the discipline of student life (eg being on time, and coming prepared); and how to study.

While there is some theoretical input early on, the teaching approach is to run the theoretical and practical elements in parallel. There are currently three record labels, and these companies are involved in such activities as:

- Developing a business plan for the company
- Advertising and receiving tapes and CDs from up-and-coming artists
- Selecting artists
- Recording artists
- Finding and managing finance
- Dealing with legislation and copyright issues
- PR and marketing
- Organising venues, gigs and productions
- Organising and performing at college functions.

Stow's record labels have been responsible for launching the career of performers such as Belle and Sebastian, Snow Patrol and Biffy Clyro. The running of these companies is the main vehicle for teaching and learning on these courses, and employability is described as including confidence (which is gained through vocational skills being demonstrated, particularly in a real situation). Students also go, with staff, to help with 'enterprise through music' activities in local schools.

Students working in these companies take part in the normal 'review and reflection' activities of the college. These include:

- Progress reviews of achievement in Semester 1 and 2, at which students are presented with a series of self-evaluation questionnaires based on their behaviours (this could include employability aspects such as work discipline, attitudes to colleagues and to staff); tutors are also asked to complete these, and the class tutor will draw these together and discuss with the student.
- Personal Learning Planning has been introduced to non-advanced courses initially: this leads to the negotiation of specific targets, which again may be employability-related (such as motivation or the need to be prepared for classes)
- At pre-exit stage, the reflection on skill development is done at class tutor level
- Post-exit guidance is currently done informally, with Careers Scotland's support being available to individual ex-students. (But see below for proposed development in this area.)

No measure of enterprising skills and behaviours in students is currently used.

There is a Service Level Agreement with Careers Scotland, but the careers adviser is likely to be less involved with students in these courses since departmental staff have very strong, and current, links with the industry and the college's internal support services are available 'on demand' throughout a learner's period of involvement with the college. However, where a student is uncertain about career direction, a careers adviser would be involved on a 1:1 basis.

College-wide strategies for employability

Because provision is vocational, employability has to be covered and the skills require to be embedded: this is a strong view from the college. The key to this is seen to be placing learners centrally in the learning process... and ensuring learners accept their responsibility for engaging with it. This is modelled by the senior managers' attitudes to learners: for example the Principal and the two Vice-Principals meet student representatives from programmes at least twice yearly – this helps students to develop greater responsibility by encouraging them to enter into dialogue with the college managers. From this have come a number of suggestions which have been implemented in the college, including giving students more responsibility for planning and running the graduation day. Similarly, when there were delays in the college network being repaired (an issue that affected all students), managers visited all programmes to explain directly to students what was happening: this received a very positive response from the student body. One way of judging whether employability strategies were working, it was suggested, was that students were able to raise a legitimate concern in a mature and rational way.

The college believes it has also put the student at the centre of learning, and focused on the development of employability, by creating a new directorate for learner support, guidance and inclusion. One of the tasks for the new appointee is to look at the learner journey throughout the period at college... but also to give more consideration to their journey prior to entry to the college and to their journey onwards after leaving. With respect to the latter, consideration is being given to the introduction of a strategy to provide continuing post-exit support and guidance for as long as ex-students feel they require it.

Case Study 8

Telford College

A student-focused employment service

Themes

Provision of work-related experience, Support for learners to develop career planning skills, Provision of career guidance, Employer engagement, College-wide strategy to embed and evaluate employability practice, Learner journey: on-course, pre- and post-exit

Introduction

This case study was identified from the examples of good practice provided by the college's respondent to the senior management survey.

"Jobzone @ etc" ("Jobzone at Telford College") is a free student employment service (or Job Centre) which assists students in finding full-time or part-time employment opportunities, either casual or course-related. Working in partnership with local employers, Careers Scotland and the Benefits Agency, "Jobzone" is part of Telford College's Students Services provision.

On the visit to the college to explore the use of the above, a discussion was held with the Head of Student Services and Quality, the Quality Development Manager and the Project Officer.

Background

Established in November 2003, "The Student Employment Service@ Edinburgh's Telford College" was initially set up as a pilot project to help students identify and gain the employability skills that local employers sought. It also offered a service to match students to local companies and organisations. The success of the pilot project resulted in the Service becoming a permanent fixture within the college and it being renamed Jobzone @ etc. It is an integral part of the "DELIVER" project (Development of Labour Markets: Innovation, Vocational Training, Employability and Renewal- www.deliver.se) which develops and embeds employability training into the curriculum and is fully in line with the college's mission statement "to be accessible, responsive and flexible." Telford College is a member of NASES (National Association of Student Employment Services), being the only college in Scotland which is currently affiliated to the association. A bid has been recently submitted with NASES to the Scottish Funding Council to lead a project to promote and develop college Student Employment Services across Scotland.

The Students

Over 21,000 students have registered with this service to date. These include full-time, part-time, day-release, block-release and flexible learning students. 350 students with additional support needs also have access to the service, some of whom are supported by Enable Scotland, the organisation for people with learning disabilities.

The Activity

Those who register can expect to be contacted by the college by e-mail, letter or telephone giving them details of job opportunities that come into the college. Vacancies are currently advertised on campus or via the website (www.jobzoneetc.com). A full-time Careers

Scotland Adviser, who is based within the college, is on hand to offer support with the application process, CV writing, interview technique and career guidance. One full-time member of staff, the Student Services Officer, is responsible for the day-to-day running of Jobzone @ etc, offering advice on employability skills. Course tutors may also liaise with the service to secure work experience placements for students.

A Code of Good Practice operates to ensure that all jobs advertised are suitable for students. Students and employers are advised within the Code's framework not to exceed 15 hours per week of work, to avoid course commitments being neglected. Jobzone @ etc is highly successful in finding part-time employment for full-time students but is mindful about the range of students it seeks to serve. Some students on part-time courses are advised on possible changes to benefits, course fees and childcare.

The number of employers involved in Jobzone @ etc currently stands at 500. Edinburgh has a range of employment opportunities for students in retail, tourism, leisure, hospitality and care. Edinburgh City Council is a provider of a high percentage of the jobs on offer. Job Fairs are held on a regular basis in the college to encourage future employers to become involved; some areas are 'targeted', ie the sports industry, to broaden the employment base.

Jobzone @ etc is integral to Telford College's Individual Learning Plans (ILPs) strategy (Annexe 5i), due to begin in session 2006-7. Information will be stored electronically. All full-time students have an opportunity to discuss with tutors their personal development planning at induction, on-course and pre-exit stages and to record their progress. SQA guidance units and support materials have been introduced to embed core skills, citizenship and enterprise for those students who are in full-time, non-advanced courses, all of which make links with the ILPs. Assistant Heads, Curriculum Managers and course tutors have received training in relation to ILPs. Future plans include developing ILPs for part-time students.

Annexe

Annexe 5i: Individual Learning Plan 2006-7, Telford College

5.0 The workshops and feedback

5.1 Purpose of workshops

The findings from the study were presented to stakeholders to obtain feedback on a range of issues, including views on the methodology of the study, the extent to which the findings reflected stakeholders' college's activities, any gaps in provision and planning as reported and what scope there is for support and development.

Copies of the draft report were circulated to principals via an Association of Scotland's Colleges Principals' Forum on 11 September 2006, with a request for feedback to the research team. A further presentation was made at a meeting of the steering group of the Guidance SFEU community of practice on 2 October, 2006.

Two workshops were arranged for further dissemination in October 2006, including presentations of the case studies by college lecturers, and feedback. All colleges were invited to send representatives to these workshops. Thirty-one people attended from 21 colleges across the two workshops.

A further presentation and workshop was held with the SFEU Guidance Community of Practice on 2 November 2006.

5.2 Feedback from Principals

Feedback from principals indicated that the findings accurately reflected the range and extent of the development of employability skills in Scottish colleges. It was useful to have the perspective of both senior managers and curriculum middle managers. The material presented in the report should enable college management and teams to reflect on the effectiveness of their own provision and plan for further developments. The challenge is to find a way of presenting this to staff in a way that raises awareness amongst staff and encourages them to introduce new approaches to addressing employability issues.

5.3 Feedback from workshops

5.3.1 Methodology of study

Participants confirmed that those who had completed the survey for senior managers were those most likely to know about college-wide strategy and practice but indicated that some of the heads of sections/curriculum managers may not have been aware of some of the good practice that goes on within course teams. The curriculum managers may not have reported the day-to-day core work but focused on the 'extra special' activities and developments. Course leaders would have been able to provide more complete information, particularly if the information had been sought by interview rather than questionnaire. The implication was that the extent to which employability was being addressed in colleges was perhaps under-represented in the study, particularly where it relates to established practice in some highly vocational curriculum areas.

5.3.2 Extent to which findings reflect activities in colleges and gaps in the findings

As indicated in 5.3.1 some participants felt that much of the 'core work' of colleges, which was about developing employability, was perhaps not adequately reported. There was agreement that enterprise skills and attributes were less likely to be addressed in college programmes.

The survey had indicated that collaboration with employers was high, but that collaboration with other colleges was less common. It was reported that in relation to the modernisation of higher national units consultation with employers was a requirement to ensure that the provision met the needs of the employers and that all units included technical knowledge, technical skills and soft skills. These developments also required collaboration between colleges in the writing of the units. The development of the new higher national science units was given as an example of this collaborative approach to curriculum development.

5.3.3 Issues and challenges

The participants emphasised that different curricular areas and teams did not all face the same challenges in relation to introducing and developing employability skills and attributes. The following inter-related themes were discussed.

5.3.3.1 The concept of embedding

The term 'embedding' may not be the best term to describe what is to be achieved. Reference was made to the embedding of core skills in national qualifications, where it was assumed that if a unit had been successfully completed, certain core skills were also successfully achieved. The emphasis should be on 'making visible'; an analogy was drawn with 'weaving' – different strands are woven together to make a whole picture, but the strands are visible. This has implications for curriculum managers: the task is not so much to introduce employability issues, but given that employability development already exists as 'core activity', the task is to map it in practice, recognise where it is being done and enhance areas of identified weakness.

5.3.3.2 Defining employability

It was important to have a broad view of employability, which can be defined on a continuum from very specific job-related training to developing a breadth of skills and knowledge. The link between employability and personal effectiveness was highlighted. College education was not only about getting a job it was also about helping students recognise their potential and discover what they wanted to do. As noted below the point on the continuum relevant to a programme depends on the purpose of the course. A lack of a sector-wide understanding of and strategy for employability was identified as a challenge to colleges.

5.3.3.3 The purpose of courses

Employability skills and attributes were most likely to be addressed in courses which were strongly 'vocational', that is those for students closest to the point of entry to work; for example, construction, care, hairdressing, sports studies, catering and hospitality programmes. However, students on courses linked to specific careers/jobs may not progress to that particular job and therefore need to be able to recognise the more generic skills they have developed. There is an increasing focus on students progressing to higher education. In such cases, employability is a less prominent feature but still requires to be addressed. Students may not progress to higher education and therefore need to be able to recognise the skills that they have to enable them to progress to work or alternative study.

The development of employability skills in less vocational programmes, such as Science, was identified as a strength of college provision. One provider found that there was a demand from employers to deliver laboratory-based training to higher education graduates who had good subject knowledge, but lacked the professional and technical skills required for the workplace, and had developed a programme accordingly.

5.3.3.4 Student perceptions

Some learners do not value or see the relevance of being asked to focus on core or soft employability skills as they are attending college to learn job specific knowledge and skills.

This is a challenge when discrete units are delivered by core skills specialists who find it more difficult to contextualize the skills. However, subject specialists may not have the skills themselves to teach core skills. One of the case studies presented at the workshop had addressed this by introducing team teaching where the subject specialist and core skills specialist worked together with a class. Another challenge in relation to students was that, for some, unemployment was 'embedded' in their culture and therefore the process of developing a 'work ethic' was more difficult and a long term process.

5.3.3.5 Role of employers

It was noted that some employers were more difficult to engage than others and that employers' expectations of what students should be able to do on completion of a college course varied. Some were more willing than others to take responsibility for the ongoing development of the students once they employed them. Some colleges and sectors find it difficult to engage with SMEs, although industry liaison groups were identified as being helpful as course content advisors, to ensure programmes were relevant and appropriate for future employment.

Following up progression to employment was raised as a significant issue among providers. Some colleges had very good relations with local employers, and were able to identify where learners had gone into employment after completing their course. Others, however, found obtaining progression information very difficult. This made it difficult for some providers to self-assess their performance in terms of employability. Some colleges would welcome improved opportunities to work with employers to review specific areas of their employability practice, such as the effectiveness of developing CV writing skills. Colleges welcomed longitudinal studies which would help to assess the effectiveness of employability practice.

5.3.3.6 Enterprise

During the workshops enterprise was discussed less than employability. It was suggested that it might be appropriate to include an enterprise unit in some courses but this was not possible on all courses. The view was expressed that there was a need for clarification of what was meant by enterprise and how it can be incorporated into other units. An example was given of a college with an enterprise advisor and an 'incubator unit' to encourage and support those who aspired to starting up a business. Some colleges reported that enterprise was identified as part of learners' aspirations while on course, but that this was not reflected in the numbers of learners progressing into self-employment or starting their own businesses after leaving college.

5.3.3.7 Guidance provision

Particular reference was made to good practice where guidance provision was contextualized within the vocational programme, especially where it supported work experience. For example, programmes were cited where students had to 'apply' for work placements, completing CVs and application forms and going for interviews. On less vocational programmes, such as Access to Higher Education courses, it was noted that whilst advice and guidance provision may not have been widely reported in the survey, it was highly focused for the particular needs of the learner group and generally regarded as very effective. One example cited involved a collaborative arrangement with a university to deliver career planning guidance to Access groups.

Variation in partnership arrangements with Careers Scotland were raised in the workshops. However, where careers Scotland staff worked full time in a college, this was seen to be very effective.

5.3.3.8 Staff development

It was noted that college staff are being asked to focus more explicitly on employability and enterprise in a context of rapid curriculum and assessment change; development needed to

occur at a pace which did not produce initiative overload. It was viewed that 'embedding' employability is a highly demanding process and that some lecturers, as noted above, require development of their own skills in order to be able to deliver 'soft skills'. Access to the workplace for lecturers was considered an important part of understanding the current needs of workplaces and being able to help students develop relevant skills. This, however, was challenging in relation to finding suitable placements and to obtaining funding cover for their college commitments.

A suggestion was made that sector-wide staff development sessions, available across the sectoral colleges and focusing on employability issues, could be helpful

5.3.3.8 Resources

The case studies presented at the workshops were all well-received by the participants. It was noticeable that they fell into two categories – those that were resourced from core funding and those that received special funding from external sources. There was no obvious difference in the impact or significance of the initiatives that resulted just from their source of funding although there may have been differences in scale. In general, however, colleges felt that employability activity required additional support, as it involved substantial investment of staff time. It was suggested that there could be more progress made to correlate SFC employability priorities with the HMLe framework, to further enable colleges to take a single strategic approach to developing and delivering employability activities.

5.3.3.9 Full-time and part-time students

Participants reported that part-time students are often employed during the part of their time that they are not in college so develop employability skills in their employment. Other participants pointed out that the majority of full-time students also work and so are exposed to the demands of employment. Thus many students develop employability skills outside college. The importance of helping students to identify the specific and general skills gained in employment, even though it was not specifically in the area of employment related to the college course, was identified as a priority for college staff.

5.3.4 Priorities for next stage of development

The following priorities were identified:

- It is important to have a shared framework for development for the further education sector, with guidance and examples on how to incorporate employability, enterprise and careers issues into other units, and which makes employability skills and attitudes visible and explicit for staff and students
- Additional funding is required to support extensive developments, including support to take forward practice developed by enthusiasts into other areas of the curriculum.
- Appropriate performance indicators are required; for example, progressing to employment or higher education is not currently widely used as a performance indicator for colleges.
- Labour market intelligence, consolidated and presented to colleges in a format which directly relates to further education provision and employability activity, would be welcomed.
- Further research which directly involved learners (and parents), and which focused on the learners' understanding of employability, aspirations for employment, and expectations from providers was recommended.

Annexe 1 References and glossary

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Glossary

AE	Aeronautical Engineering
AGCAS	Association of Graduate Careers Advisory Services
ASC	Association of Scottish Colleges
BA	Bachelor of Arts
CBI	Confederation of British Industry
CD	Compact Disc
CITB	Construction Industry Training Board
CompTIA	Computer Trade and Industry Association
CPD	Continuing Professional Development
CV	Curriculum Vitae
DCC-SWD	Dundee City Council Social Work Department
DEA	Disability Employment Advisers
DELIVER Project	Development of Labour Markets: Innovation, Vocational Training, Employability and Renewal
DfES	Department for Education and Skills
DWP	Department for Work and Pensions
EET	Education, Employment and Training
EFL	English as a Foreign Language
ESECT	Enhancing Student Employability Coordination Team
ESF	European Social Fund
ESOL	English as a Second or Other Language
ETLLD	[Scottish Executive] Enterprise, Transport and Lifelong Learning Department
EU	European Union
FE	Further Education
FT	Full Time
GPDC	Greater Pollok Development Corporation
GTG	Glasgow Training Group
H & S	Health and Safety
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HMIe	Her Majesty's Inspectorate of Education
HN	Higher National
HNC	Higher National Certificate
HND	Higher National Diploma
HoD	Head of Department
HR	Human Resources
ICT	Information and Communication Technology
ILP	Individualised Learning Plans/Planning
IT	Information Technology
ITPCS	Information Technology Providers Consortium Scotland
ITT	Initial Teacher Training

MA	Modern Apprentice(ship)
MyETL	My Entitlement to Learning
NASES	National Association
NEET	Not in Education, Employment or Training
NQ	National Qualification(s)
PDP	Personal Development Planning
PSYBT	Prince's Scottish Youth Business Trust
PT	Part Time
QA	Quality Assurance
SD	Standard Deviation
SEED	Scottish Executive Education Department
SESR	Scottish Executive Social Research
SFC	Scottish Funding Council
SFEFC	Scottish Further Education Funding Council
SFEU	Scottish Further Education Unit
SHEFC	Scottish Higher Education Funding Council
SLA	Service Level Agreement
SME	Small to Medium-sized Enterprises
SMT	Senior Management Team
SPL	Scottish Premier League
SQA	Scottish Qualifications Authority
SVQ	Scottish Vocational Qualification
TQFE	Teaching Qualification in Further Education
TVEI	Technical and Vocational Education Initiative
VQ	Vocational Qualification

Annexe 2

Tables of data from Heads of Faculty/Department surveys

Delivering employability, career and enterprise issues in discrete units

Proportion of courses which include discrete units

Table A1: Discrete units included in full-time courses to address employability, enterprise or career issues

Discrete units to	all	more than half	half	less than half	none	missing
introduce employability issues	17 (25%)	9 (13%)	6 (9%)	21 (31%)	10 (15%)	4 (6%)
allow students to reflect on and record achievement in relation to employability	13 (19%)	14 (21%)	3 (5%)	21 (31%)	12 (18%)	4 (6%)
introduce enterprise	3 (5%)	2 (3%)	6 (9%)	29 (43%)	24 (36%)	3 (5%)
complete an enterprise project	2 (3%)	1 (1.5%)	5 (7.5%)	23 (34%)	33 (49%)	3 (5%)
allow students to learn about career opportunities and the job market	11 (16%)	9 (13%)	6 (9%)	24 (36%)	13 (19%)	4 (6%)
help students develop employment-seeking and interview skills	10 (15%)	9 (13%)	7 (10%)	25 (37%)	13 (19%)	3 (5%)

Table A2: Discrete units included in part-time courses to address employability, enterprise or career issues

Discrete units to	all	more than half	half	less than half	none	missing
introduce employability issues	9 (13%)	7 (10%)	3 (5%)	24 (36%)	13 (19%)	11 (16%)
allow students to reflect on and record achievement in relation to employability	5 (8%)	12 (18%)	4 (6%)	21 (31%)	12 (18%)	13 (19%)
introduce enterprise	2 (3%)	1 (1.5%)	1 (1.5%)	24 (36%)	27 (40%)	12 (18%)
complete an enterprise project	1 (1.5%)	1 (1.5%)	0	18 (27%)	35 (52%)	12 (18%)
allow students to learn about career opportunities and the job market	7 (10%)	2 (3%)	1 (1.5%)	26 (39%)	18 (27%)	13 (19%)
help students develop employment-seeking and interview skills	5 (7.5%)	7 (10%)	2 (3%)	23 (34%)	17 (25%)	13 (19%)

Proportion of students on different types of courses who experience discrete units

In this question, any types of courses not offered by a department/faculty or section should have been recorded as 'not relevant'. The 'not relevant' figures have been omitted from the tables that follow and the percentage is based on the totals of those for whom the course is relevant. Additionally, in some cases, respondents answered the first question about units to address employability issues, but did not respond to the questions about enterprise or careers (or they may have responded to one of the later questions and not the first). This may be interpreted that enterprise units and career-focused units were not offered, and therefore the response should have been 'no students'. However, in the tables that follow, these have been recorded as 'missing' as we did not wish to attribute reasons for the

missing responses. Some of the totals are small and such data would not normally be presented in percentage form, but this has been done for comparative purposes. The results are presented by type of course.

Table A3: Proportion of students on courses for those with additional support needs by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Miss-ing	Total (100%)
Employability	5 (13%)	11 (28%)	6 (15%)	14 (36%)	3 (8%)	0	39
Enterprise	6 (15%)	7 (18%)	3 (8%)	12 (31%)	7 (18%)	4 (10%)	39
Careers education & guidance	9 (23%)	7 (18%)	4 (10%)	9 (23%)	4 (10%)	6 (15%)	39

Table A4: Proportion of students on courses for those seeking employment, eg Skillseekers, Skills for Work, New Deal by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Miss-ing	Total (100%)
Employability	15 (37%)	6 (15%)	4 (10%)	14 (34%)	2 (5%)	0	41
Enterprise	11 (27%)	1 (2%)	1 (2%)	14 (34%)	7 (17%)	7 (17%)	41
Careers education & guidance	17 (42%)	5 (12%)	0	6 (15%)	5 (12%)	8 (20%)	41

Table A5: Proportion of students on ESF funded courses by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Miss-ing	Total (100%)
Employability	10 (30%)	2 (6%)	1 (3%)	12 (36%)	8 (24%)	0	33
Enterprise	5 (15%)	2 (6%)	0	13 (39%)	8 (24%)	5 (15%)	33
Careers education & guidance	12 (36%)	1 (3%)	0	8 (24%)	6 (18%)	6 (18%)	33

Table A6: Proportion of students on NQ Access level courses by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Miss-ing	Total (100%)
Employability	6 (16%)	8 (21%)	7 (18%)	12 (32%)	5 (13%)	0	38
Enterprise	3 (8%)	5 (13%)	1 (3%)	15 (40%)	12 (32%)	2 (5%)	38
Careers education & guidance	9 (24%)	3 (8%)	2 (5%)	12 (32%)	8 (21%)	4 (10%)	38

Table A7: Proportion of students on NQ Intermediate level courses by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Miss- ing	Total (100%)
Employability	12 (22%)	11 (20%)	2 (4%)	20 (37%)	5 (9%)	4 (7%)	54
Enterprise	4 (7%)	6 (11%)	3 (6%)	19 (35%)	13 (24%)	9 (17%)	54
Careers education & guidance	13 (24%)	8 (15%)	3 (6%)	11 (20%)	12 (22%)	7 (13%)	54

Table A8: Proportion of students on NQ Higher and Advanced Higher courses by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Miss- ing	Total (100%)
Employability	5 (13%)	8 (20%)	2 (5%)	14 (35%)	10 (25%)	1 (2%)	40
Enterprise	4 (10%)	3 (8%)	1 (3%)	14 (35%)	14 (35%)	4 (10%)	40
Careers education & guidance	8 (20%)	5 (13%)	1 (3%)	10 (25%)	9 (22%)	7 (17%)	40

Table A9: Proportion of students on HND/HNC courses for students by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Miss- ing	Total (100%)
Employability	11 (22%)	8 (16%)	5 (10%)	19 (38%)	7 (14%)	0	50
Enterprise	5 (10%)	5 (10%)	4 (8%)	14 (28%)	12 (24%)	10 (20%)	50
Careers education & guidance	15 (30%)	5 (10%)	2 (4%)	12 (24%)	10 (20%)	6 (12%)	50

Table A10: Proportion of students on SVQ level 1 and 2 courses by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Miss- ing	Total (100%)
Employability	17 (46%)	5 (14%)	1 (3%)	8 (22%)	6 (16%)	0	37
Enterprise	5 (14%)	3 (8%)	1 (3%)	13 (35%)	12 (32%)	3 (8%)	37
Careers education & guidance	9 (24%)	6 (16%)	2 (5%)	5 (14%)	11 (30%)	4 (11%)	37

Table A11: Proportion of students on SVQ level 3 courses by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Missing	Total (100%)
Employability	16 (50%)	5 (16%)	1 (3%)	6 (19%)	4 (13%)	0	32
Enterprise	7 (22%)	5 (16%)	0	9 (28%)	10 (31%)	1 (3%)	32
Careers education & guidance	10 (31%)	4 (13%)	2 (6%)	5 (16%)	9 (28%)	2 (6%)	32

Table A12: Proportion of students on SVQ levels 4 and 5 courses by type of discrete unit

Type of discrete unit	Proportion of students						
	All	More than half	Half	Less than half	None	Missing	Total
Employability	3	1	1	5	4	1	15
Enterprise	3	1	0	6	3	2	15
Careers education & guidance	2	1	1	4	4	3	15

Note: percentages are not given in this table due to the small number of respondents.

Table A13: Proportions of students experiencing different approaches to teaching and learning as part of discrete units

	All Students	More than half	Half	Less than half	No students	Missing
Coaching/mentoring by college staff	32 (48%)	15 (24%)	3 (5%)	8 (12%)	4 (6%)	5 (8%)
IT and multimedia resources	34 (51%)	11 (16%)	9 (13%)	5 (8%)	3 (5%)	5 (8%)
Projects	18 (27%)	26 (39%)	8 (12%)	8 (12%)	2 (3%)	5 (8%)
Structured self-review e.g. checklists and grids	25 (37%)	11 (16%)	10 (15%)	9 (13%)	6 (9%)	6 (9%)
Self-review e.g. reflective log including 'blogs'	16 (24%)	17 (25%)	13 (19%)	9 (13%)	6 (9%)	6 (9%)
Employers/other business representatives speaking to students	7 (10%)	24 (36%)	9 (13%)	18 (27%)	3 (5%)	6 (9%)
Work experience/placement (ie in the 'real world')	6 (9%)	21 (31%)	5 (8%)	26 (39%)	4 (6%)	5 (8%)
Work simulation	11 (16%)	16 (24%)	9 (13%)	18 (27%)	6 (9%)	7 (10%)
Structured debriefings	17 (25%)	8 (12%)	12 (18%)	14 (21%)	9 (13%)	7 (10%)
Peer review	2 (3%)	11 (16%)	13 (19%)	18 (27%)	14 (21%)	9 (13%)
Coaching/mentoring by employer or other business representative	1 (2%)	10 (15%)	8 (12%)	23 (34%)	20 (30%)	5 (8%)
Former students speaking to students	3 (5%)	11 (16%)	10 (15%)	31 (46%)	7 (10%)	5 (8%)
Coaching/mentoring by someone from another organisation e.g. voluntary	7 (10%)	0	1 (2%)	30 (45%)	22 (33%)	7 (10%)
Employers/other business representatives helping with target-setting and reviewing progress	1 (2%)	5 (8%)	9 (13%)	24 (36%)	22 (33%)	6 (9%)

Embedded approaches to delivering employability skills and attributes along with other learning goals.

Table A14: Extent to which respondents thought certain approaches were practised by lecturers

	very much ←————→ not used				
	5	4	3	2	1
The use of IT is expected across courses	36 (54%)	14 (21%)	10 (15%)	0	0
Students work on collaborative tasks	31 (46%)	21 (31%)	4 (6%)	4 (6%)	0
Information is accessed by electronic means (internet and e-learning)	35 (52%)	13 (19%)	9 (13%)	2 (3%)	1 (2%)
Core skills outcomes are made explicit	24 (36%)	23 (34%)	11 (16%)	2 (3%)	0
Values relevant to the work place are modelled and expected of students	28 (42%)	16 (24%)	13 (19%)	3 (5%)	0
Students learn using real-life problems and issues	26 (39%)	19 (28%)	12 (18%)	2 (3%)	1 (2%)
Students are encouraged to value and learn from mistakes	22 (33%)	23 (34%)	11 (16%)	3 (5%)	1 (2%)
Employability outcomes are made explicit	19 (28%)	23 (34%)	12 (18%)	6 (9%)	0
Students take responsibility for their own learning and work	13 (19%)	26 (39%)	20 (30%)	1 (2%)	0
Students' learning is supported through structured self-review e.g. checklists and grids	11 (16%)	15 (22%)	17 (25%)	10 (15%)	4 (6%)
Classrooms simulate the work environment	14 (21%)	18 (27%)	17 (25%)	9 (13%)	1 (2%)
Students' learning is supported through reflective self-review e.g. learning logs including 'blogs'	13 (20%)	16 (24%)	17 (25%)	10 (15%)	2 (3%)
Students take part in structured debriefings	11 (16%)	15 (22%)	17 (25%)	10 (15%)	4 (6%)
Students are encouraged to take informed risks	3 (5%)	15 (22%)	20 (30%)	14 (21%)	5 (8%)
Enterprise outcomes are made explicit	5 (8%)	12 (18%)	14 (21%)	21 (31%)	6 (9%)
Students' learning is supported through peer-review	2 (3%)	12 (18%)	18 (27%)	15 (22%)	7 (10%)

Advice and guidance related to employability

Table A15: Extent to which employability issues are addressed at different stages

	very much ←————→ not at all				
	5	4	3	2	1
Pre-entry/recruitment	23 (34%)	21 (31%)	7 (10%)	11 (16%)	0
Induction	19 (28%)	24 (36%)	15 (22%)	3 (5%)	1 (2%)
On-course	32 (48%)	20 (30%)	8 (12%)	1 (2%)	0
Pre-exit	37 (55%)	22 (33%)	2 (3%)	1 (2%)	0
Post-exit	12 (18%)	7 (10%)	15 (22%)	15 (22%)	12 (18%)

Collaboration and Partnership working

Table A16: Extent of collaboration with other partners on employability issues

	very much ←————→ not at all				
	5	4	3	2	1
Employers	19 (28%)	17 (25%)	19 (28%)	6 (9%)	2 (3%)
Local enterprise company/ies	9 (13%)	13 (19%)	17 (25%)	15 (22%)	7 (10%)
Other colleges	4 (6%)	12 (18%)	17 (25%)	18 (27%)	11 (16%)
Entrepreneurs	2 (3%)	4 (6%)	11 (16%)	22 (33%)	22 (33%)

Annexe 3
Collation of examples of good practice

Examples of good practice related to employability, enterprise and career education development from senior management and head of faculty/departments surveys

College	SMT examples	Head of Faculty/Dept examples
Aberdeen	<ol style="list-style-type: none"> 1. Hair salons operating on a quasi-commercial basis 2. Enterprise activities by students with learning difficulties 3. Work placements 	<ol style="list-style-type: none"> 1. Employer Liaison Group meetings for all teams 2. The 2+2 agreements with local universities 3. Partnering arrangements with various agencies <i>Care</i> <ol style="list-style-type: none"> 1. Guest lectures from local industries 2. Strong re-inforcement of attendance and punctuality issues <i>Engineering, Computing, Business Studies</i> <ol style="list-style-type: none"> 1. Core skills harnessing employability, and citizenship issues – new promoted posts to underpin this 2. Sharing of good practice, eg citizenship by senior lecturers across the college 3. Employer sponsored awards for excellence in student work <i>Arts, Communication and Social Studies</i>
Adam Smith	<ol style="list-style-type: none"> 1. Appointment of a middle manager who has specifically responsibility for the promotion of enterprise skills amongst the student body 2. Leading the Focus on Learning 2 Project 3. Involvement in Enhancement of Professional Practice in Engineering project 	<ol style="list-style-type: none"> 1. Workplacements: high standard, meaningful, e.g. the hospitality students will be running a hotel in Fife in October 2. Degree students will recognise these three key elements as the cornerstones to their degree (This degree has been welcomed by academics and industry because of its employability and career focus) 3. Embedding of ICT in all learning (as appropriate) <i>Tourism and Sport</i> <ol style="list-style-type: none"> 1. Development of a 'social enterprise', to engage younger non-advanced students 2. Having advanced students work with younger students in supporting them and mentoring them through a Youth Achievement award 3. Introduction of Personal Development Planning unit <i>Care</i> <ol style="list-style-type: none"> 1. Code of Conduct for all students within the Institute 2. Citizenship activities in NQ programmes <i>Computing</i>

Angus	<p>1. Preparing for employment course undertaken in the college using City and Guilds VQ as a base – this course is taking disaffected youngsters with significant and chaotic lifestyles and developing employability skills. The success rate for this course is significant</p> <p>2. Construction students – developing employability skills in partnership with local employers – experience includes aspects of citizenship</p> <p>3. The use of volunteering for students to support development of employability skills and citizenship</p>	<p>1. Working at external projects</p> <p>2. Reflective working practices</p> <p>3. Always referring to good working examples of professionalism <i>Art, Craft & Design</i></p> <p>1. Work Shadow 50+ group</p> <p>2. NQ Work Experience unit</p> <p>3. VQ delivery and Preparing for Employment (City and Guilds) <i>Bus, Admin and Tech</i></p>
Anniesland		<p>1. Partnership working with local development companies/organisations</p> <p>2. Provision of motivational skills training</p> <p>3. Having employment training staff based full-time within the college allowing for an open door policy for all our project trainees <i>Projects office</i></p> <p>1. The ethos of the staff and the work ethic especially in the workshops</p> <p>2. Ongoing guidance given by the staff throughout the year</p> <p>3. The employers' training officers being in the college on a regular basis <i>Engineering</i></p> <p>1. The health care lecturers undertake an annual work experience</p> <p>2. Our HE articulation links are set up allowing students to progress</p> <p>3. Previous students visit to discuss their experiences <i>Social and Community Studies</i></p>
Ayr	<p>1. Employability – working to put on pre-employment courses specifically designed to help people through an interview with a large retail company who are opening up in our area. We will assist with the recruitment procedures – working closely with both the company and JobCentre Plus – and have designed the course to increase confidence, retail experience, H & S, customer care, etc</p> <p>2. Working with the Prince's Trust, put on an Enterprise Show aimed at introducing local Young Entrepreneurs to our Construction Section Trainees as many will eventually go on to run their own business</p> <p>3. Working closely with Scottish Enterprise and an international employer, we are delivering 8 MAs in Aeronautical Engineering – our full-time HNC students will apply for the AE Technician posts and, if accepted, will further their careers while in work – we do this type of thing in conjunction with a number of employers in various industrial areas</p>	<p>1. Solid Craft training mirroring and working in partnership with industry</p> <p>2. Visits to industry and industrial speakers</p> <p>3. Careers support through robust guidance <i>Hospitality</i></p> <p>1. Effective usage of ESF funding</p> <p>2. Students helping in community</p> <p>3. Interviewing and confidence building skills <i>Business</i></p> <p>1. Peer review</p> <p>2. Continued staff development</p> <p>3. Staff involved in quality networks and staff links with industry etc <i>Engineering, maths, science and construction</i></p>

Banff & Buchan	<ol style="list-style-type: none"> 1. Get into business 2. College 'Golden Eye' programme 3. Get Ready for Work programme 	<ol style="list-style-type: none"> 1. Evaluation feedback from placements and employers on the quality of performance in the work place regarding college trainees and students 2. Deliver employability skills through a lifeskills option – this is only available through Scottish Enterprise funded initiatives at present 3. Work with curriculum leaders to allow a more work ethic process, mainly in the hands on practical sessions – more emphasis on team work and project work <i>Client Services</i>
Borders	<ol style="list-style-type: none"> 1. Guide to employability skills – Landbased Department 2. Employability skills with Technology Department 3. Enterprise skills with Hairdressing/Beauty and Access Department 	<ol style="list-style-type: none"> 1. Mixing employed students with full time students 2. High number of students who get work placements 3. Site visits to local companies <i>Construction</i> <ol style="list-style-type: none"> 1. Discrete citizenship units at Access and Intermediate I level 2. Enterprise unit at Access level 3. Career units at Access and Intermediate I level <i>Care and General Education</i> <ol style="list-style-type: none"> 1. Students operate a café which is open to college staff, students and public, serving lunches 2 days per week, and also provide catering for college events. 2. The programme of work experience for Workwise students is extremely well structured and supported – students go out on work experience from week 1 of their programme and experience a range of work experience across the college year to enable them to make informed choices about their future <i>Access to learning</i>
Cardonald	<ol style="list-style-type: none"> 1. Employability for self employment 2. Holistic Therapies employability development with Supported Learning Social Science students 3. Social Sciences employability policy research led by Quality Development Manager 	
Central		<ol style="list-style-type: none"> 1. Staff skills and equipment are continually updated to industry standard 2. Courses are centrally validated to ensure they meet employment needs 3. Members of professional bodies address students <i>Accounting, Law and IT</i>
Clydebank	<ol style="list-style-type: none"> 1. SVQ provision in the curriculum tailored to employability 2. Support function availability – both formal and drop in 	

Cumbernauld		<p>1. Placements are part of course 2. Work experience units in courses 3. Personal Learning Logs <i>Care and Management</i></p> <p>1. International job placements 2. Operating realistic simulated working environments 3. High levels of student guidance and support throughout the year <i>Technology and Science</i></p>
D&G		<p>1. Using a simple game of Bingo to develop listening skills, concentration, multi-tasking 2. Construction-based project which develops both ICT and paper-based research skills, as well as finding out about the industry 3. Students attend our employer-sponsored Jobs Fair and present their personal portfolio to employers with a view to gaining an interview for an apprenticeship <i>Construction</i></p>
Dundee		<p>1. Formation of academies with key employers offering interviews 2. Comprehensive, valuable placements for students with effective supervision 3. Package of pre-exit guidance for students completing <i>Care, Special Programmes and Horticulture</i></p> <p>1. Tayside Colleges – Targeting Tourism Project 2. Talking Tayside – Contact Centre 3. Collaboration: Social/Health Care Academies/Tayside NHS Trust/DCC-SWD <i>External Relations</i></p>
Edinburgh's Telford	<p>1. College's student employment service – Jobzone 2. Participation in the Deliver Project, and ESF-funded initiative 3. Incorporation of employability, etc into ILPs and development of support materials for staff and students</p>	<p>1. Most of the work this year in relation to employability has been about raising awareness of the issues in students and staff – good practice has come when students self-regulate professional qualities and know why, e.g. ensuring the full group is dressed correctly for the activity/group, that they are organised and punctual 2. Other good practice has been the use of reflective diaries (for staff and students) to encourage this practice <i>Sports Studies</i></p>
Elmwood		<p>1. Student-led café 2. Allotment group 3. Inter-College sports <i>Student Development</i></p>

Forth Valley	<ol style="list-style-type: none"> 1. Enterprise activity with learners with additional support needs who then go onto Supported Employment in the community – this has involved fund-raising for an overseas trip conducted by the students 2. Development of an Enterprise 'hot-house' office base for students planning to progress into self-employment 3. 'Active8' Enterprise project where Design & IT students worked in partnership with local SMEs to develop web sites 	<ol style="list-style-type: none"> 1. Collaboration with Enterprise group in local Primary School (P1) 2. Students in BA Design undertake a case study in year 2 which involves investigating a company and coming up with solutions to a design problem within the organisation 3. Regular visits to industry by NQ and HND Music Technology students – HN students were given access to the new ABC venue in Glasgow, where they wired up and sound engineered a local band – real life experience <i>Creative Industries</i>
GCNS	<ol style="list-style-type: none"> 1. Curriculum audit of employability and citizenship themes 2. Cross-college careers events 3. Visits by outside speakers from industry as part of course delivery in various parts of the curriculum 	
Inverness		<p>Work experience for students on Supported Learning programmes <i>Arts, Culture and Heritage</i></p> <ol style="list-style-type: none"> 1. Vocational Pathways – links with skills sector councils to track employability skills (this was recently presented as good practice at a Skills for Work conference) 2. HNC Beauty Therapy – enterprise activity through unit on Principles of Selling where students set up and ran a 'business' at an open evening <i>Health and Social Studies</i> <ol style="list-style-type: none"> 1. Vocational pathways students (from schools) are given opportunity to learn construction skills from experienced practitioners 2. Pre-vocational students (pre-apprentice) are given a range of craft skills to enable them to make the correct career decision (advised by CITB) 3. Highlands and islands 'Skillcity' event held annually to increase awareness in school pupils; 'Design and Build' competitions held annually in schools throughout the Highlands and Islands with the finals held at Inverness College <i>Construction</i>
James Watt	<ol style="list-style-type: none"> 1. The Routes to Work Programme: working with disengaged young people and developing their personal, social and employability skills 2. Schools employability programmes: targeting secondary school pupils in Inverclyde 3. Employment team who work with around 1200 ESF students at the college and provide workshops and one-to-one support on employability issues, securing employment, counselling, etc 4. New opportunities programme: works to create new local jobs and apprenticeships in Inverclyde and North Ayrshire; around 200 new jobs have been created in the last two years for young people <i>Centre for Employability</i> 	<p><i>Same info</i></p>

Jewel and Esk Valley	<ol style="list-style-type: none"> 1. Health Care training 2. Instrumentation and Process Control 3. Access to Industry training – Faculty of Creative Industry and Arts 	<ol style="list-style-type: none"> 1. SQA Graded Unit in Sound Production HND addresses this area very well 2. College Individual Learning Plans address this area through target setting and tutorial 3. Work placements and visits give students contact with industry <i>Creative Industries</i> <ol style="list-style-type: none"> 1. NQ1 classes do a discrete Job Seeking Skills unit 2. HNC/D Multimedia Web Development students do a 'live' project in 1st and 2nd year for local companies 3. Guest speakers and visits to industry are occasionally arranged <i>Creative industries and arts</i> <ol style="list-style-type: none"> 1. Students' time keeping is strictly enforced 2. The use of personnel protective equipment is strictly enforced 3. Team working is encouraged <i>Technology Control and Instrumentation and Electrical Engineering</i> <ol style="list-style-type: none"> 1. Students on Intro courses do managing agent entry test 2. Some students do 1 hour per week job search <i>Construction</i>
John Wheatley		<ol style="list-style-type: none"> 1. Real project delivery where opportunity for 'hands on' experience takes place: recording bands, internet broadcast, etc 2. How we measure the distance travelled by learners: self evaluation checklist tying in to key skills 3. Peer (learner) evaluation of the work undertaken and evaluated and learner feedback to course teams, supported by learner survey sheets <i>Creative Technologies</i> <ol style="list-style-type: none"> 1. Embedded within Skills for Work Courses 2. Placed highly as a priority during induction 3. Teaching staff are always thinking about students' progression and this promotes constant discussion and reference to the above <i>Construction</i>

Langside		<ul style="list-style-type: none"> 1. Employer-led course, jointly devised with major retail company, sister college and GPDC 2. GTG mock interviews with young students 3. SkillsActive support for pre-MA young people – placements in Out of School projects – collaboration with college and local child care strategy <p><i>Community Learning and Development</i></p>
Lauder	<ul style="list-style-type: none"> 1. Role and partnership with Careers Scotland 2. Business and enterprise curriculum 3. Role and service levels performed by Job Resource Base 	
Lews Castle	<ul style="list-style-type: none"> 1. Clarification of learning goals with each full-time FE student at start of course 2. Presentations from PSYBT co-ordinator to groups of students about possible self-employment opportunities shortly before students leave college 	
Motherwell	<ul style="list-style-type: none"> 1. Service level agreement with Job Centre Plus to engage with our students who are in receipt of benefits with a view to employability 2. Partnership with local Routes to Work Community Intermediary group; the college is currently running a partnership programme for employability as part of the local regeneration agreement 3. The development of the MyETL Learning Portal 	<ul style="list-style-type: none"> 1. Delivery of lesson entitled 'A career in the UK Motor Industry' to all students 2. Opportunities for all students to access IT facilities in order to carry out research for projects, etc 3. Student Services involvement in student induction process <p><i>Automotive Studies</i></p>
North Glasgow	ESOL students are well prepared for such things in the college; it goes hand in hand with citizenship	
North Highland	<ul style="list-style-type: none"> 1. Land based, Care, Hospitality & Engineering sections – good practice has been highlighted with the close relationship of the teaching staff with specific industries, i.e. Gamekeeping, Equestrian, Vet Nursing 2. The use of student placements to complete many practical activities on the above programmes is also highlighted as good practice 	<ul style="list-style-type: none"> 1. Employing staff with considerable experience of the business (Music) 2. Employing local artists (Art) 3. Employing staff part-time who also work in the theatre (Drama) <p><i>Communications Section</i></p>
Oatridge		<ul style="list-style-type: none"> 1. Core skills highlighted, tested and monitored 2. Major association with employers through industry liaison and partnerships 3. Good use of the industry as case studies <p><i>Land-based</i></p>
Orkney	<ul style="list-style-type: none"> 1. Regular Young Enterprise entry 2. Include work experience as much as possible in courses 	

Perth	<ol style="list-style-type: none"> 1. PDP process 2. Enterprise ESF project 3. Student Adviser activity 	
Reid Kerr		<ol style="list-style-type: none"> 1. Comprehensive Personal Development Planning including 3 SQA units delivered to all NQ students 2. Development of comprehensive HN guidance system to further develop these skills 3. Enterprise Officer in post to advise and encourage enterprise skills and knowledge <p><i>Student Support</i></p> <ol style="list-style-type: none"> 1. Work experience units as part of courses 2. Classroom management, eg stressing timekeeping, attendance, time management 3. Talks from industry specialists <p><i>Business and Management</i></p> <ol style="list-style-type: none"> 1. Enterprise Week 2. Workshops 3. Access to the College Enterprise Centre <p><i>Business and Enterprise</i></p>
Sabhal Mor Ostaig	<ol style="list-style-type: none"> 1. Development of communication skills in Gaelic 2. Workplace experience for students 3. SLA with careers Scotland 	
South Lanarkshire	<ol style="list-style-type: none"> 1. The developing personal learning plan (soon to be published using an external publisher) 2. Pre-apprenticeship programmes that prepare young people for entry to employment 3. New units delivered to construction students about running a small business 	

Stevenson	<ol style="list-style-type: none"> 1. The 'Deliver' project, ESF-funded initiative 2. Volunteer agency set up by student services 3. Various projects to do with citizenship, employability within faculties 	<ol style="list-style-type: none"> 1. Enterprise project – fund-raising for charity/community organisation; ownership by student group 2. Citizenship/enterprise classes – visits to range of organisations/places negotiated with students, goals set, log and final presentation by students 3. Careers Scotland Partnership – input, job-search skills, individual career planning and review, mock interviews as appropriate <i>Access and Continuing Education</i> <ol style="list-style-type: none"> 1. Liaison with DEAs, numerous support agencies who can help take students forward into seeking work 2. Very successful 'Making It Work' conference last year with local employers and support agencies to try to encourage collaborative approaches to employability – will invite many of these organisations into class groups from the beginning of the academic year to take this agenda forward <i>Supported Education</i>
Stow	<ol style="list-style-type: none"> 1. Enterprise through Music programme delivered to schools 2. Music Business course where learners run their own labels and therefore develop first hand knowledge of industry requirements 3. Women into Enterprise programme delivered for Glasgow City Council 	<p>We run a programme called 'Enterprise through Music' in conjunction with local schools: school students form a music company, fill all the roles required themselves, and then audition and select music acts (à la 'Pop Idol') to be recorded onto a CD, which is then released with much fanfare at the end of the year <i>Management and General Education</i></p> <ol style="list-style-type: none"> 1. Microsoft and Cisco qualifications taught within HN Networking courses 2. Entrepreneurial Skills unit within HN Multimedia 3. Microsoft and CompTIA qualifications taught within course 'Supporting Women into Information Technology' <i>Computing and Internet Technologies</i>
West Lothian	<ol style="list-style-type: none"> 1. Education and Childcare programmes – partnership working with key employers to provide learners with career advice, recruitment, selection and progression into employment or higher education 2. Employability (as employee and also setting up own business) of hairdressing and beauty therapy learners improved by developing skills and gaining certification outwith the HN frameworks, eg Fake Bake, Hopi Ear Candles, Inverness Ear Piercing system, Hydrotherm, LA Stone Therapy, Setting and dressing long hair 3. The creative industries learners, in partnership with local SPL football team, apply their technical and personal skills to filming the first team's weekend and mid-week home games – to meet television and media standards 	<ol style="list-style-type: none"> 1. Work placement 2. Enterprise projects 3. Developing citizenship skills 4. Work visits 5. Local HR executives providing talks and mock interviews 6. Job seeking skills 7. For those in work, skills diagnostics and matching skills to employer needs <i>Workforce Development</i>

**Annexe 4
Sample survey questionnaires**

Annexe 4.1 Questionnaire for Senior Management Staff

Introduction to online questionnaire

Thank you for taking part in the Scottish Funding Council Study on employability-related activities in Scottish Colleges.

To proceed through the questionnaire, click on 'next page' at the bottom of each page. You can stop working on the questionnaire at any time by clicking on the 'exit this survey' link at the top right hand of the screen. When you come back to the questionnaire via the link in the email, you will be taken to the point where you left off. You can go back through the questionnaire if you wish to amend any of your responses, by following the 'go back' link.

On the final page there is a 'finished' link. Once you click on this link your responses are submitted and no further changes can be made.

Following the questions seeking college information, there are 14 further questions.

College information

Name of College

Name of person completing questionnaire

Title/Position

Please indicate the areas for which you have college-wide responsibility. Tick all that apply:

<input type="checkbox"/>	employability issues
<input type="checkbox"/>	enterprise issues
<input type="checkbox"/>	career education and guidance (eg career planning and employment seeking skills)
<input type="checkbox"/>	Other (please specify)

Approximate number of students in college

Full-time	Part-time
-----------	-----------

College Policy

1. Is there a college wide policy for the implementation of strategies to develop employability and enterprise skills and attributes?

Yes No

If yes, please give brief details.

2. Is there a college wide policy on the provision of career education (eg career planning and employment-seeking skills) and guidance?

Yes No

If yes, please give brief details.

3. Please describe briefly how Careers Scotland and college staff work together to support learners in career education and guidance?

4. Is the provision of activities to develop employability and enterprise skills and attributes included in the college's quality assurance procedures?

Yes No

If yes, please indicate what measures/criteria are used?

5. Is the provision of career education and guidance included in the college's quality assurance procedures?

Yes No

If yes, please indicate what measures/criteria are used?

6. Are there resources that are used on a college wide basis to make explicit to students what is meant by employability skills, to assist them to reflect on their development and to record progress?

Yes No

If yes, please give brief details

7. Does your college engage in any formal collaborative arrangements with other colleges in activities relating to employability, enterprise or careers?

Yes No

If yes, please give brief details

8. Does your college engage with employers in activities in relation to employability, enterprise or careers issues at a college-wide level?

Yes No

If yes, please give brief details

Staff development

9. Have employability, enterprise and career education been included in programmes for staff development?

Yes No

If yes, please indicate briefly what opportunities there have been?

10. How many staff have participated in such staff development during the current academic year?

11. Please give an indication of which staff have participated. (For example, senior management, department heads, senior lecturers, lecturers.)

12. Please give an example of an approach to staff development that you have found particularly effective.

13. What do you perceive to be the greatest needs in terms of staff development in relation to employability, enterprise and career education?

Good practice

14. We shall be collecting information directly from faculty/department heads. However, we would also like you to highlight up to 3 examples of good practice in relation to the recognition and development of employability and enterprise that you know of within your college.

Final page of online questionnaire

Annexe 4b Questionnaire for Heads of Department

Introduction to online questionnaire

Questionnaire for Heads of Faculty, Centre, School or Department

Thank you for taking part in the Scottish Funding Council Study on employability-related activities in Scottish Colleges.

A key purpose of this study is to identify the range of ways in which colleges are supporting students in developing knowledge, skills and attitudes for employability, enterprise and for their own career development. This questionnaire explores ways in which colleges are doing this.

To proceed through the questionnaire, click on 'next page' at the bottom of each page. You can stop working on the questionnaire at any time by clicking on the 'exit this survey' link at the top right hand of the screen. When you come back to the questionnaire via the link in the email, you will be taken to the point where you left off. You can go back through the questionnaire if you wish to amend any of your responses, by following the 'go back' link.

On the final page there is a 'finished' link. Once you click on this link your responses are submitted and no further changes can be made.

Following the questions seeking general information, there are 12 further questions.

As colleges have different management structures, the title and area of responsibility of those completing this questionnaire varies. We refer to faculty, centre, school or department in this introduction. However, throughout the questionnaire we refer to 'your area of responsibility'.

Faculty/Department information

Name of College:

Name of your area of responsibility:

Name of person completing questionnaire:

Title/Position:

Number of courses on offer within your area of responsibility

Full-time

Part-time

Number of teaching staff

Full-time

Part-time

Estimated number of students

Full-time

Part-time

Is there a member of staff within your area who has responsibility for employability, enterprise and career issue?

Yes

No

If yes, what is their job title and role?

Employability related activities

Discrete units

- 1 Please indicate the proportion of courses on offer in your area of responsibility that contain discrete or special units that are designed to address employability, enterprise or career issues.**

	FT*	PT*
Discrete unit(s) to introduce employability issues?	<input type="text"/>	<input type="text"/>
Discrete unit(s) to allow students to reflect on and record achievement in relation to employability?	<input type="text"/>	<input type="text"/>
Discrete unit(s) to introduce enterprise?	<input type="text"/>	<input type="text"/>
Discrete unit(s) that involve(s) the completion of an enterprise project?	<input type="text"/>	<input type="text"/>
Discrete unit(s) to allow students to learn about career opportunities and the job market?	<input type="text"/>	<input type="text"/>
Discrete unit(s) to help students develop employment-seeking and interview skills?	<input type="text"/>	<input type="text"/>

* - drop down menus with options of all, more than half, half, less than half, none. Please enter all, ½+, 1/2, ½- or 0 as appropriate.

- 2 Please estimate the proportions of students on different kinds of courses who are undertaking discrete units which address employability, enterprise and career issues.**

If you faculty, centre, school or department does not offer any of the courses listed please select 'not relevant' for that course.

2.1 Units addressing employability skills and attributes

	All Students	More than half	Half	Less than half	No students	Not relevant
Courses for students with Additional Support Needs						
Courses for those seeking employment eg Skillseekers, Skills for Work, New Deal						
ESF funded courses						
NQs Access levels						
NQs Intermediate levels						
NQs Higher and Advance Higher levels						
HND/HNC						
SVQs levels 1 and 2						
SVQs level 3						
SVQs levels 4 and 5						
Other 1: Please name below						
Other 2: Please name below						

Please write the names of other types of course in the box.

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2.2 Units addressing enterprise skills and attitudes

	All Students	More than half	Half	Less than half	No students	Not relevant
Courses for students with Additional Support Needs						
Courses for those seeking employment eg Skillseekers, Skills for Work, New Deal						
ESF funded courses						
NQs Access levels						
NQs Intermediate levels						
NQs Higher and Advance Higher levels						
HND/HNC						
SVQs levels 1 and 2						
SVQs level 3						
SVQs levels 4 and 5						
Other 1: Please name below						
Other 2: Please name below						

Please write the names of other types of course in the box.

--

2.3 Units addressing career education (eg development of career planning and employment-seeking skills) and guidance.

	All Students	More than half	Half	Less than half	No students	Not relevant
Courses for students with Additional Support Needs						
Courses for those seeking employment eg Skillseekers, Skills for Work, New Deal						
ESF funded courses						
NQs Access levels						
NQs Intermediate levels						
NQs Higher and Advance Higher levels						
HND/HNC						
SVQs levels 1 and 2						
SVQs level 3						
SVQs levels 4 and 5						
Other 1: Please name below						
Other 2: Please name below						

Please write the names of other types of course in the box.

--

3 Please estimate the proportion of students who have the opportunity to develop the following skills and attributes as part of discrete units that address employability, enterprise and career issues.

	All Students	More than half	Half	Less than half	No students
Basic skills (literacy and numeracy)					
Communication skills					
Presentation skills					
Working with others/team work					
Problem solving					
Information technology skills					
Career Planning skills					
Search and application skills for jobs					
Search and application skills for courses					
Work discipline e.g. timekeeping, attendance, following instructions					
Managing own work					
Business start-up					
Informed risk-taking					
Customer skills					
Creative thinking					
Confidence and self-esteem					
Reflection and self-review					

4. Please estimate the proportion of students who experience the following approaches to teaching and learning within discrete units.

	All Students	More than half	Half	Less than half	No students
Work experience/placement (ie in the 'real world')					
Work simulation					
Projects					
Employers/other business representatives speaking to students					
Employers/other business representatives helping with target-setting and reviewing progress					
Coaching/mentoring by college staff					
Coaching/mentoring by employer or other business representative					
Coaching/mentoring by someone from another organisation e.g. voluntary					
Former students speaking to students					
IT and multimedia resources					
Structured debriefings					
Structured self-review e.g. checklists and grids					
Self-review e.g. reflective log including 'blogs'					
Peer review					

Embedding employability and enterprise skills in courses

In addition to discrete units, it is considered that employability, enterprise and career planning skills are learned effectively when they are included along with other learning goals. They should be made explicit but taught and applied in the context of other learning. This requires approaches to teaching and learning which allows students to be active, participative learners. Knowledge should be acquired and applied in relation to real-life problems and issues. The college setting should replicate key features of real work settings.

- 5 Please indicate the extent to which you think lecturers within your area of responsibility use approaches which encourage the development of employability, enterprise and career planning knowledge, skills and attributes during the delivery of other learning goals. (5 = used very much; 1 = not used at all)**

	very much ←————→ not used				
	5	4	3	2	1
Core skills outcomes are made explicit					
Employability outcomes are made explicit					
Enterprise outcomes are made explicit					
Students work on collaborative tasks					
The use of IT is expected across courses					
Information is accessed by electronic means (internet and e-learning)					
Students learn using real-life problems and issues					
Classrooms simulate the work environment					
Values relevant to the work place are modelled and expected of students					
Students take responsibility for their own learning and work					
Students are encouraged to take informed risks					
Students are encouraged to value and learn from mistakes					
Students take part in structured debriefings					
Students' learning is supported through structured self-review e.g. checklists and grids					
Students' learning is supported through reflective self-review e.g. learning logs including 'blogs'					
Students' learning is supported through peer-review					

Please indicate what other approaches, if any, are considered important in embedding employability, enterprise and career knowledge and skills in teaching and learning.

Advice and guidance related to employability

6. To what extent are employability issues addressed during the following stages of guidance?

	very much ←————→ not at all				
	5	4	3	2	1
Pre-entry/recruitment					
Induction					
On-course					
Pre-exit					
Post-exit					

Collaboration and Partnership working

7. Within your area of responsibility, to what extent is their collaboration with the following partners in the development of employability capabilities in students?

	very much ←————→ not at all				
	5	4	3	2	1
Other colleges					
Employers					
Entrepreneurs					
Local enterprise company/ies					
Voluntary organisations					
Other 1: Please give details below.					
Other 2: Please give details below.					

Please write the names of other partners in the box.

8. Please give some examples of collaboration you consider to be particularly effective.

Staff Development

9. What do you perceive as the greatest staff development needs in relation to improving students' employability, enterprise and careers knowledge and skills?

Good practice

10. Please indicate up to 3 examples of good practice in relation to the recognition and development of employability and enterprise within your area of responsibility.

Further developments

11. What plans do you have for further developments relating to employability and enterprise? Please give brief details:

Finally

12. What priority would you say is given to employability and enterprise within the overall aims and objectives of the college?

Very high priority	<input type="radio"/>
High priority	<input type="radio"/>
Medium priority	<input type="radio"/>
Low priority	<input type="radio"/>
Very low priority	<input type="radio"/>

What would you propose as evidence to support your response?

Final page of online questionnaire

Annexe 5 Case study materials

Annexe 5 (a) Angus College Preparing for employment student progress report

Score
1 - Very Good
2 - Good
3 - Fair
4 - Unsatisfactory



anguscollege

Student Progress Report – 2BAT SVQs

Skill/Quality	(1) Very Good	(2) Good	(3) Fair	(4) Unsatisfactory
Manners (courtesy)	You are always aware of others' feelings and considerate of their needs regardless of your own current "mood".	You always try to be aware of others' feelings but are influenced by your own needs and moods at times.	You are aware of your weaknesses in this area and are striving to improve.	You show little or no consideration for others and basic courtesies are lacking in your everyday interactions.
Ownership of tasks	You see every task through to the end, following all organisational procedures and keeping people informed of progress when necessary.	You try hard to meet deadlines and will usually follow procedures but can sometimes "forget" the little things that matter.	You know the procedures and try to follow them. Tasks can be boring and you have to work hard to make yourself stick at them.	You only do the tasks you like. You do not inform people of progress nor do you advise of problems with work.
Attendance	You have 100% attendance or are not absent without a very good reason. You always notify absences by due times in line with procedures.	Your attendance is good but you don't always manage to get in to work or phone within the time indicated in procedures.	You try to come in to work every day but can be influenced by external factors such as late nights or friends "pulling a sickie".	Your attendance is erratic and it doesn't really bother you. You don't phone in to explain absences either and can't see the point or need for it.
Motivation	You are keen to undertake new tasks and get involved in activities. You are energetic and enthusiastic, making a valuable contribution to the work of your organisation.	You like to get involved in new things but don't like to take the lead – happier to follow instructions. You try to see things through and not let yourself get affected by the goings-on around you.	You are keen at first to start a task but quickly lose interest. New ideas seem appealing if you don't have a lot of work to do towards them. You will sometimes be influenced by negative colleagues.	You don't want to get involved in anything new. You get quickly bored and distract others with your negative outlook.
Professionalism	No matter what is going on in your personal life, or what your personal feelings are for the person you are dealing with, you maintain a high level of professionalism at all times.	You try hard to keep a business head on you but sometimes judge others or get influenced by your own beliefs, values and opinions.	You know what you should do and how you should behave in a working environment but can let yourself down by mood swings and a lack of consistency in your approach to work/others.	You don't really care what people think of you or your organisation. You react on a personal level to work matters that upset you or that go against your own beliefs/opinions.
Work output	You produce a high level and quality of work on a daily basis consistently. You use your working time effectively and use your initiative in finding things to do during quiet periods.	You produce good work although not always accurate or quickly enough. You try to keep on track and not be distracted by other things.	You are easily distracted by things and people around you and this affects the quantity and quality of work you produce on a daily basis. You need to improve on this area.	You produce very little output and what you do produce contains more errors than are acceptable. You do not check your work and would rather surf the net.
Conscientiousness	You take a pride in your work. You check everything and put in extra effort and time to ensure a task is done correctly and on time. If you are unable to meet a deadline, you report the fact to your supervisor – and you always have a good reason for this.	You check your work although some mistakes slip through. You are more concerned with speed of output than accuracy of input and need to slow down slightly to check the quality of what you are doing. You will sometimes offer to do a bit extra to help out but this is rare.	You don't always check that your work is of a satisfactory quality or relay important information to others but are actively working on this as you know the reasons behind doing these things. Room for major improvement.	You couldn't care less if a task got lost or not done on time, and so what if that means someone else gets into trouble or fails to meet their commitments to others?

Skill/Quality	(1) Very Good	(2) Good	(3) Fair	(4) Unsatisfactory
Conduct in workplace	You are always aware of your behaviour and how it can affect others and the atmosphere in which you work.	You are generally well behaved but can sometimes be influenced by personal circumstances and emotions.	You are aware of the need to think about your behaviour but slip sometimes, reacting to situations, incidents or distractions.	You generally do your own thing. Feet up, desk a mess, attitude and answering back to others.
Timekeeping	Always on time, aware of the importance of image and respecting rules	Usually on time and have a good reason for any lateness	Often a few minutes late or unaware of the affect your lateness can have on others. Apologise.	Usually late with no good reason and why should you apologise?
Organisation/planning	Well organised and thought out, your working day is effective and productive. You keep a tidy workstation and can lay your hands on any document at any time.	You try hard to work to deadlines and schedules but sometimes misplace or misfile information.	You are a bit haphazard and untidy in your presentation and working practices. You find it hard to prioritise.	You do whatever task you want to regardless of its priority. You often lose notes or tasks and forget to carry out commitments to others.
Verbal Communication	You speak clearly and politely to staff, customers and colleagues at all times and don't use slang words in a professional environment.	You try to remember your "p's" and "q's" but sometimes let slip the odd slang word or two. You realise this immediately and correct what you are saying.	You know that your tone of voice can affect the way what you are saying is interpreted by others but you don't always think about "how" to speak to certain people – giving the wrong impression of you.	You say what you think in the words you would use to your mates. You let slip the odd swear word or two but what the heck? Everyone does it, don't they!
Team-working/Respect	You like working with other people and are respectful and considerate of their experience and opinions. You welcome constructive criticism and also give it where appropriate in a manner that maintains respect.	You can work well with others usually listening to them and meeting your end of the "bargain". You know that if you don't do what you say you will, others will be affected and you try to meet targets but can let personal feelings or comments affect you.	You prefer to work alone but will do a joint task if pressured into it. You will moan a bit about who you have to work with if you don't like them, but you will get on with it and try and get it over with. No chitchat or unnecessary interaction with people you don't like.	You refuse to work with anyone on a task unless it's your best mate. You don't get on with others and can't be bothered even trying to find things in people that you could respect or admire. If someone has something to say, they should say it to your face and you'll sort them out!
Helping others	You love the opportunity to show your expertise and skill to others and will help anyone who needs it in a non-patronising way.	You will help people you are comfortable with and quite enjoy doing so. You are a bit shy of helping strangers or people you don't usually get on with though.	You will help if asked but won't volunteer. You sometimes make a big to-do about having to help someone do a task but you will see it through.	You never offer to help others. You are actually very skilled at avoiding the public eye and can disappear into the wallpaper if the occasion demands it.
Ability to ask for help	You don't hesitate to ask for assistance if you need it. You will check you understand the task you are being asked to do and, if it is something you feel you need trained in, you will say so politely.	You will ask for help if really stuck with something but usually only from one or two particular people. You feel it is a sign of weakness to admit to needing help.	You won't ask for help unless you are sure you will get it and that people won't judge you or your skill level as a result. You'd rather look up a text book than ask the person next to you.	There's no-one you will ask for help. That would just make them think they're better than you and make you look stupid. If you're not sure how to do something you'll just do what you think and to heck with the results!

- Score**
 1 - Very Good
 2 - Good
 3 - Fair
 4 - Unsatisfactory

Student Progress Report – 2BAT SVQs



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Supervisor

Student Name

Placement Details

WEEK ENDING	Attitudes & Skills (scored 1 – 4)													WEEK ENDING	Attitudes & Skills (scored 1 – 4)														
	Manners (courtesy)	Ownership of tasks	Attendance	Motivation	Professionalism	Work output	Conscientiousness	Conduct in workplace	Timekeeping	Organisation/planning	Verbal Communication	Team-working	Helping others	Ability to ask for help		Manners (courtesy)	Ownership of tasks	Attendance	Motivation	Professionalism	Work output	Conscientiousness	Conduct in workplace	Timekeeping	Organisation/planning	Verbal Communication	Team-working	Helping others	Ability to ask for help

Please make comments and highlight any actions required overleaf

Annexe 5 (b) Borders College Lesson planning document



LESSON PLAN

STUDENT GROUP : _____

UNIT: _____ OUTCOME/GENERAL OBJECTIVE: _____

Specific Objective/Performance Criteria: _____ Date: _____

TIME	TEACHING LEARNING ACTIVITY	RESOURCES/MATERIALS	OPPORTUNITIES TO DEMONSTRATE SKILLS:		
			Core	Employability	Citizenship
Tutor Comments/Evaluation of Lesson:					

Original Source – Angus College

**Annexe 5 (c) Borders College
A Guide to Skills for Employment**

A Guide to Skills for Employment



Working Together

A Guide to Skills for Employment

January 2006



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Working Together

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Employability skills can be defined as an appropriate blend of technically specific skills with a range of work related skills and attitudes, to allow students to develop a range of basic skills in their curricular area such as:

- **reliability in timekeeping**
- **reliability in attendance**
- **planning and preparation**
- **working co-operatively**
- **maintaining a tidy work area**
- **checking own work to ensure that it conforms with standards**
- **demonstrating a positive attitude to learning**
- **showing a willingness to take instructions from others**
- **responding positively to advice and feedback**

Examples of understandings/rules your department team might wish to consider are listed below:

- | | |
|------------------------------|---|
| Timekeeping | - No more than 3 minutes late at the start of any class when returning from a coffee or lunch break unless the student has a valid reason |
| Attendance | - No more than one un-authorised absence from the course per academic session |
| Planning and preparation | - Evidence of student undertaking appropriate planning and preparation in terms of developing appropriate planning of work activities |
| Working with others | - Observational evidence of an ability to work constructively with fellow students to achieve common tasks and share common workspace |
| Maintaining a tidy work area | - Work areas are maintained in a tidy and safe manner when undertaking all practical activities |

A Guide to Skills for Employment

- | | |
|-------------------------------|--|
| Checking own work | - Practical work is checked on a regular basis to ensure work is meeting acceptable standards |
| Positive attitude to learning | - Observational evidence of an interest and commitment to learning new vocational area knowledge and skills, when undertaking practical activities |
| Following instructions | - Instructions are accepted in a positive fashion, adopted and maintained once given |
| Accepting advice and feedback | - Advice and feedback from lecturers is accepted in a positive way, is adopted and, as a result, students performance in practical activities improves |

As students learning of employability skills are largely experiential in nature, the role of the lecturer becomes critical. Students will pick up good (or bad) employability habits from their lecturers. It is important that lecturers maintain consistent and high standards as they are role models to their students.

The delivery of employability skills should be largely integrated within units. However in each curricular area there should be an induction session that particularly looks at employability skills. This induction should be interesting, informative, and enjoyable.

Suggested Induction

- 15minutes Introduction: What do we mean by employability skills
- 30 minutes Guest speaker from the vocational area – What does industry look for in a good employee
- 30 minutes Video/DVD about employment in the vocational area
- 30 minutes Group discussions on how best to develop employability skills

Worksheet 1 Understanding Rules

Employability Skill	Common Understanding/Rules
Timekeeping	
Attendance	
Planning and Preparation	
Working with Others	
Maintaining a tidy work area	
Checking own work	
Positive attitude to learning	
Following instructions	

Worksheet 2

Practical activity

Please use this sheet at the end of a practical activity to help you assess and improve upon your employability skills.

Section 1

Rate yourself in the first column either VG (very good), or G (good), or S (satisfactory), or A (action needed).

Ask your tutor to complete the second column, noting if any action is needed for improvement.

Section 2

Complete section 2 after talking to your tutor.

Section 1

Skill/attitude	Own rating	Tutor feedback	Action (Y/N)
Time-keeping			
Attendance			
Following instructions			
Taking advice			
Tidiness			
Working with others			
Planning & preparation			
checking quality of work			
Willingness to learn			
Work rate			
Work standard			
General attitude			

Section 2

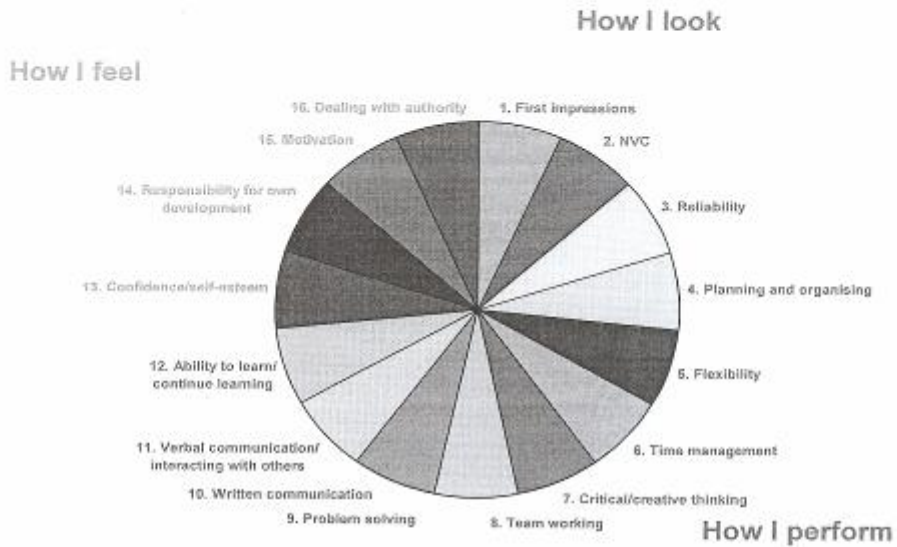
The things I was good at were:
The things I could improve on are:
The main things I have learned are:
I now plan to improve:

Student's signature **Date**

Tutor's signature **Date**

**Annexe 5 (d) Cardonald College
Employability Skills Wheel, Hackney District Council**

Employability Skills Wheel



For2 interventions will cover:

Levels: Pre-NC, NC, SVQ3, HNC/D, Professional Awards (F/T & P/T)

Topic Areas: Army Preparation, Basic Skills/independent living, Business & Management, Computing/IT, Construction Skills, Craft Skills, ESOL, General Education, Graphic Design, Hairdressing, Health & Social Care, Hospitality, Social Sciences, Sport & Fitness, Stress Management, Textiles & Fashion

Annexe 5 (e) Cardonald College Employability Skills Questionnaire

EMPLOYABILITY SKILLS: SESSION 2005 - 2006



Cardonald College is keen to find ways to improve students' skills to help them find employment and to progress once in employment. As part of this process, we would appreciate your help in answering a few questions as honestly as you can:

Please write down the title of your course

1. Course:

Please circle the correct answer:

2. Are you currently in full-time work **A**
Part-time work **B**
No paid work **C**

3. If you are in work (full-time or part-time) is that work related to your course of study?

YES / NO

4. In your chosen/intended area of work, how important are the following skills?

Please tick only 1 answer for each of the skills listed

Skill	Very Important	Important	Not Important	Not applicable
Having a good reference from school				
Having a good academic record from school				
Having regular part-time work while at school, for example, paper round				
Good interview skills				
Neat appearance at interview				
Good time keeping				

Good communication skills				
The ability to solve problems at work				
Having good ideas				
Honesty				
Willingness to learn new things				
Having the right attitude to work				
'fitting in' with people at work				
Neat appearance at work				
Friendly personality				
Learning from experience at work, for example, not repeating mistakes				
Being able to talk to clients				

5. Of all the Employability /Skills listed above, which do you consider to be the **THREE** most important?

1	
2	
3	

Please circle the correct answer

6. Do you think 'employability skills' can be taught? **YES / NO**

If YES, what is the best way *Please tick the answer you think is best*

In an 'Employability Skills' class	
------------------------------------	--

As part of an English or Communications class	
As an essential part of one/several technical subjects	
Any other way you think might be better? Give an example, if possible.	

7. How important is the example set by parents/family in learning 'employability skills'?

Please tick one box

Very important	<input type="checkbox"/>	Important	<input type="checkbox"/>	Not important	<input type="checkbox"/>	Not applicable	<input type="checkbox"/>
----------------	--------------------------	-----------	--------------------------	---------------	--------------------------	----------------	--------------------------

Below are three telephone references received from three different employers.

John is very reliable and trustworthy. He is shy and sometimes people who don't know him think he is unfriendly, but he isn't! He is very keen to get on and get some more training - I think that's why he is looking for a new job - we don't have a lot of work on at the moment - he's seen the writing on the wall! I'll be sorry to see him go!

Alec is great - one of the lads! Always keen to have a laugh! He organises the Christmas night out and manages the 5 a side team - they did well last season! If the team has been playing an away match he's sometimes a bit hung-over on the Monday...but don't get me wrong! He does his job well when he sets his mind to it! I'll be sorry to see him go!

Mark has been with us for 15 years - since he left school! His Dad worked for us for years before he retired last year and he got the job organised for Mark. Mark is a steady worker – a safe pair of hands. He'll be there on time and get the job done. He's not very ambitious, but that isn't a crime, is it? I'll be sorry to see him go!

8. After reading each reference, which employee would you choose to work with and why?

Please tick one box

John		Alec		Mark	
------	--	------	--	------	--

Reason for choice

Reason	
--------	--

9. In your opinion, which candidate would an **employer** choose and why?

Please tick one box

John		Alec		Mark	
------	--	------	--	------	--

Reason for choice

Reason	
--------	--

Thank you for your help in answering this questionnaire. I hope to be able to let you know the results of the survey when complete.

Annexe 5 (f) Glasgow College of Nautical Studies

IDENTIFYING GOOD PRACTICE IN EMPLOYABILITY & CITIZENSHIP

Employability and citizenship skills are readily identified in some courses and programmes – but in others, they're not so obvious. This feedback form is designed to help you identify where and how these skills are delivered in the context of your course, and to allow us to share the practice and ideas identified across the College.

Please complete the form and email a copy to your Head of School by **Friday 13 January 2006**.

COURSE:

COURSE TEAM LEADER:

EMPLOYABILITY The prompts under each sub-heading are only suggestions and an indication of what the sub-heading actually means; you might be doing something else which promotes these skills.	PROGRAMME, UNIT/TOPIC OR ENHANCEMENT (where opportunity to develop skills exists)
Self-confidence/self-awareness (e.g. class/course reps, guidance interviews, learners' ability to express themselves in lessons, logbook entries, positive feedback on assessment, work placement reports, volunteering for events, recognition of achievement)	
Analysis and critical thinking (where appropriate) (e.g. unit assessment tasks, problem-solving, classroom discussion)	
Core skills (e.g. embedded core skills, groupwork, problem-solving in classroom exercises)	
Vocational skills (e.g. subject skills, work placement reports)	
Planning and organisational skills (e.g. assessments – projects, maintaining records, work placement activities, classroom tasks)	
Customer handling skills (where appropriate) (e.g. work placement reports, volunteering for events,	

also see above)	
-----------------	--

Self-management (e.g. meeting assessment deadlines, study skills, work-life balance)	
Careers (e.g. work experience, careers advice, attendance at careers events, UCAS application process)	

CITIZENSHIP Democratic process Social & cultural Diversity	PROGRAMME, UNIT/TOPIC OR ENHANCEMENT (where opportunity to develop skills exists)
Skills developed through participation in programmes (e.g. preparation for course team meeting, class/course reps, participation in students forums, classroom discussion)	
Skills developed through participation in wider aspects of college life (e.g. participation in Students' Association, charity events, Cultural Diversity Day)	

Please indicate below any ways in which the college could enhance provision for employability and citizenship on a cross-college basis.

**Annexe 5(g) Langside College
Course Content for Tesco Retail Course**

Course content for TESCO Retail course

Title	Content	Total hours per course
Basic IT	<ul style="list-style-type: none"> • Practical use of Word for composing documents • Use of IT for problem-solving • Appropriate email composition and use • Awareness of other common applications 	10
Personal presentation and stress management	<ul style="list-style-type: none"> • Appearance, clothes, hair, makeup, speech and attitude • Standards of dress and hygiene • Body language • Assertiveness, anger management • Dealing with stress – finding an appropriate work/home balance 	15
Personal development and employability skills	<ul style="list-style-type: none"> • Self-evaluation, setting goals, realistic timescales • Timekeeping, attendance, working with others, attitude to work, following instructions, accepting construction advice and feedback, how to keep your job 	15
Customer care	<ul style="list-style-type: none"> • Dealing with different types of customers • Handling difficult situations • Aspects of citizenship such as discrimination, disability, different cultures <p><i>Tesco will have an input into this with sessions on Dignity at Work, Values, Respecting Others etc</i></p>	15
Retail Culture	<ul style="list-style-type: none"> • Comparison with other business cultures • Pay and conditions • Relative numbers of younger/older staff, social aspects • Timekeeping • Working in teams • Supermarket-specific culture <p><i>Tesco will organise store tours</i></p>	10
Health and safety and basic first aid	<ul style="list-style-type: none"> • Legislation • Duties of employee/employer • Basic first aid • Manual handling • Fire procedures 	5
Cash handling	<ul style="list-style-type: none"> • Numeracy • Dealing with cash and cheques • Budgeting • Looking at other methods of payment, eg credit cards, chip and pin, EPOS 	5
Food safety	<ul style="list-style-type: none"> • Handling food • Legislation 	5

Annexe 5(h) Langside College

Course outline for Pre-Modern Apprenticeship programme in Playwork

Timetable Block One August to November

(seven * half day classes)

D2KM 10 Child Development: birth to young adulthood 0.5 credit (Int 1)

D31E 11 Promoting Play 0.5 credit (Int 2)

D055 10 Accident and Emergency 1 credit (Int 2)

EG34 04 Personal Care 0.5 credit (Acc3)

Core Skills

Communication

Access 3/Int 2

Information Technology

Access 3/Int 1

Timetable Block Two November to February

(seven * half day classes)

D055 10 Accident and Emergency 1 credit (Int 2)

D36T 11 Promoting Positive Behaviour 1 credit (Int 2)

D36V 11 Child Protection: an introduction 0.5 credit (Int 2)

DOTY 10 Personal Presentation 1 credit (Int 1)

Physical Education (creative and aesthetic link)

Core Skills

Communication

Access 3/Int 2

Numeracy

Access 3/Int 1

Timetable Block Three March to June

(ten hours in College plus twenty hours Placement)

D36T 11 Promoting Positive Behaviour 1 credit (Int 2)

D10N 11 HIV/Aids and HepB: an introduction 0.5 credit (Int 2)

SVQ SVQ in Playwork Level 2

Portfolio Building

Playwork Placement (2pm to 6pm) Five afternoons per week

Timetable Block Four June to August

Students should be in placement for thirty hours per week. This can be arranged and negotiated with the placement provider.

Timetable Block Five August to November

(ten hours in College plus twenty hours Placement)

D75J 11 Creative and Aesthetic Development 1 credit (Int 2)

St Andrews First Aid Certificate

SVQ Playwork Level 2

Portfolio Building

Playwork Placement (2pm to 6pm) Five afternoons per week

Timetable Block Six November to February

(ten hours in College plus twenty hours Placement)

D282 11 Food Hygiene 0.5 credit (Int 2)

Deaf Awareness/ Sign Language

SVQ Playwork Level 2/ Portfolio Building

Playwork Placement (2pm to 6pm) Five afternoons per week

Pre- MA Candidates should be complete by this stage.

Timetable Block Seven (optional) March to June

(ten hours in College plus twenty hours Placement)

SVQ Playwork Level 2 Portfolio Building

Playwork Placement (2pm to 6pm) Five afternoons per week

Annexe 5(i)
Telford College Individual Learning Plan 2006-7



INDIVIDUAL LEARNING PLAN 2006 – 2007	Student Name			ID Number	
	Contact number	Home			
		Mobile			
	Address				
	Email Address				
	Date of Birth				
	Emergency contact	Name			
		Phone Number			
	Programme of study				
	Funded through (circle)	EMA/Bursary/SAAS/TFW/New Deal/Fee Waiver/Self			
<div style="border: 1px solid black; width: 300px; height: 15px; margin: 0 auto;"></div>					

Data Protection Act

The information you have provided is protected by the Data Protection Act 1998 and will be used only in the processing of your Individual Learning Plan. This information will not be disclosed to a third party without your consent.

I give consent for this information to be available to all relevant College staff.

I hereby give consent to the above. Date _____

Signed _____ Name (please Print) _____

RIGHT AND RESPONSIBILITIES

We promise to:

- Listen to your views
- Treat you with respect
- Make sure that you are treated equally
- Ensure a safe learning environment
- Advise you on the correct course for your chosen aim
- Provide you with a personal tutor
- Provide you with an induction to the course and college
- Review your progress with you to ensure improvement
- Provide you with appropriate support as agreed
- Provide high quality learning opportunities
- Help and advise you on what you can do next

We ask you to:

- Respect other people
- Treat other people equally
- Behave in a way which doesn't stop other people studying
- Behave in safe manner and comply with College Health and Safety procedures, as detailed in the Student Handbook
- Arrive at class on time
- Give homework and assessments in on time
- Be fully committed to your learning programme
- Let your tutor know if you are unable to come to class
- Provide medical certificates when required to do so
- Meet your tutor to discuss your progress
- Let us know if you are unhappy with anything in college

I have read and agree to these rights and responsibilities

Signed _____ Date _____

Confidentiality

Edinburgh's Telford College adheres to a strict policy of confidentiality.

Confidentiality will be respected at all times, unless:

- We consider that you are a danger to yourself or others.
- You are under 18 and appear to be at risk of abuse.
- We are called upon, in legal circumstances, to divulge information.

INDUCTION CHECKLIST

On entry, please tick to confirm that the following has been covered:

	Have you received information about:	Tick
Finance	Funding while at College	
	Students Support Funds	
	Student Loan (HN students and Advanced Diploma students only)	
	Claiming travel expenses	
Course Information	Your staff contacts in school	
	Role of School Support Assistant	
	Content of your course	
	Placement procedures (if relevant)	
	Protective clothing/special equipment (if relevant)	
	Level of course work	
	Demands it will make you	
	Learner Support including applying for special exam arrangements	
	Method/s of assessment	
	Exam entry (if relevant)	
	Remediation opportunities	
	Appeals procedure	
	Certification	
	Student entitlement	
	Absence reporting	
Removal of name from register		
Guidance	Disciplinary procedures	
	Guidance within your School	
	Student Services including Careers	
	Equality of opportunity policy	
	Reporting unacceptable behaviour	
	Computer use	
	Alcohol and drugs misuse	
	Smoking in College	
	Health and Safety procedures and regulations	
	Parking	
	Fire evacuation Procedures	
	First Aid	
	Places	Obtaining an ID card
College offices		
Student Union		
Catering/common room		
Libraries/Study Centres		

At regular intervals you will have the opportunity to review achievement, using the Individual Learning Plan Record of Achievement.

Proposed date of first review		
Student signature		Date
Tutor signature		Date

INITIAL DISCUSSION

Qualifications/experience at entry					
SWOT ANALYSIS					
STRENGTHS					
<ul style="list-style-type: none"> • Personal • Employability • Citizenship 					
WEAKNESSES					
<ul style="list-style-type: none"> • Personal • Employability • Citizenship 					
OPPORTUNITIES					
<ul style="list-style-type: none"> • Personal • Employability • Citizenship 					
THREATS					
<ul style="list-style-type: none"> • Personal • Employability • Citizenship 					
CORE SKILLS PROFILE					
	Current Level		Target Level		Actions to Achieve
	SCQF	Self Evaluation 1-10	SCQF	Self Evaluation 1-10	
Information Technology					
Communication					
Numeracy					
Working With Others					
Problem Solving					

ACTION PLAN

PERSONAL AND SOCIAL	
Targets	Actions to Achieve
EMPLOYABILITY	
Targets	Actions to Achieve
Preparation of a CV	
Preparation for and undertaking of an interview	
Analysis of personal competencies	
Action plan to develop personal competencies	
CITIZENSHIP	
Targets	Actions to Achieve
OTHER (eg Higher Education)	
Targets	Actions to Achieve

Any health issues/special need that may affect study?		Yes/No
Personal Learning Support Plan		Learning Support Contact
Attached	<input type="checkbox"/>	In place <input type="checkbox"/>
Unattached	<input type="checkbox"/>	To be contacted <input type="checkbox"/>
The Student Services Team can offer skilled confidential help. If you have not already done so, would you like to meet with one of their staff? Yes/No		

<p>Note to personal tutor: please check student's planned destination matches outcomes of present course.</p>	<p>Matches: <input type="checkbox"/></p> <p>Doesn't Match: <input type="checkbox"/></p> <p>Please detail action if course doesn't match:</p>
<p>Fire evacuation plan required</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

FIRST REVIEW of LEARNING - YEAR 1

Review Date

Comments:	
Progress on action plans (developed at start of course)	
	Progress
Core skills • IT • Communication • Numeracy • Working with others • Problem solving	
Personal/Social	
Employability	
Citizenship	
Achievement of Units	Complete Record of Achievement on P12
Attendance	
Issues/concerns raised	
Additional support	
How issues are to be addressed	
Student	
Tutor	
Student Signature	
Tutor Signature	
Date	
Date	

PROGRESSION PLANNING - YEAR 1 (Interim)

Next Steps - Discussion	
Further Education	
Aware of full-time progression opportunities within the School	
Aware of full-time progression opportunities within other Schools – refer to website and Course Information	
Aware of funding opportunities for further study (refer to Student Services)	
Application form supplied	

Higher Education	
Aware of articulation/progression arrangements	
Refer to UCAS workshop	
Refer to funding for HE (Student Services)	

Moving into Work	
Refer to Jobzone for job search support	
Refer to Student Services and Careers Scotland to discuss career plans	
Refer to Careers Scotland for support with CV and interview preparation	
Provide information on part-time and open learning courses offered by the School	
Refer to the website or Course Information for details of part-time and open learning courses not offered by the School	
Application form supplied	

Student Signature		Tutor Signature	
Date		Date	

SECOND REVIEW of LEARNING - YEAR 1

Review Date

Comments:	
Progress on action plans (developed at start of course)	
	Progress
Core skills • IT • Communication • Numeracy • Working with others • Problem solving	
Personal/Social	
Employability	
Citizenship	
Achievement of Units	Complete Record of Achievement on P12
Attendance	
Issues/concerns raised	
Additional support	
How Issues are to be addressed	
Student	
Tutor	
Student Signature	
Tutor Signature	
Date	
Date	

PROGRESSION PLANNING - YEAR 1 (Pre-Exit Guidance)

Next Steps - Discussion	
Further Education	
Aware of full-time progression opportunities within the School	
Aware of full-time progression opportunities within other Schools – refer to website and Course Information	
Aware of funding opportunities for further study (refer to Student Services)	
Application form supplied	

Higher Education	
Aware of articulation/progression arrangements	
Refer to UCAS workshop	
Refer to funding for HE (Student Services)	

Moving into Work	
Refer to Jobzone for job search support	
Refer to Student Services and Careers Scotland to discuss career plans	
Refer to Careers Scotland for support with CV and interview preparation	
Provide information on part-time and open learning courses offered by the School	
Refer to the website or Course Information for details of part-time and open learning courses not offered by the School	
Application form supplied	

Student Signature		Tutor Signature	
Date		Date	

EXIT GUIDANCE

Student Comments

Please indicate what you plan to do when you finish your present course.

Plan	Tick	Details if know
Enter employment/ become self employed		
Continue in employment		
Study another course at this college		
Study at another college		
Enter university		
Take time out		
Undecided		
Other		

Tutor Comments

--

Units achieved to date: Actual Possible

Attendance: Very Good Good Unsatisfactory

Student Signature		Tutor Signature	
Date		Date	