



Reviewing your curricula: student development, employability and careers

This self-review template can be used to analyse and reflect on current provision regarding each of the 10 curriculum design elements featured in the Employability Consultancy's Curriculum toolkit for embedding student development, employability and careers (www.ed.ac.uk/employability/curriculum-toolkit).

The self-review template below has been designed to prompt your thinking around current provision, indicators of success, and potential future plans you have regarding the 10 design elements introduced in the Curriculum Toolkit. The template can be applied to each of the 10 elements in turn – their descriptors follow immediately after the self-review template.

The self-review template can be flexed to your needs, for example:

- **range of elements** – it can be used for each of the 10 elements or for only a subset depending on your context;
- **curricular or co-curricular** – while the process was initially designed for curricular activity, the template and approach can also easily be used for co-curricular activities.
- **level of detail** – as with any process, you can choose to spend a little or a lot of time on it. If engaged with fully, the process below will support you in developing a broad understanding of your provision, areas of current strength and opportunities for enhancement and impact.

The template builds on the self-review process designed for the 2018/19 curriculum mapping of the undergraduate curriculum – this process and the elements were informed by practice and research across the sector, including adapting the framework of elements used at the University of Plymouth.

If you would like to discuss your provision or would like support with reviewing it – please reach out; we are happy to help.

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Self-review template

DESIGN ELEMENT: [INSERT AS APPROPRIATE]	
CURRENT CURRICULAR ACTIVITY	
<p>Analysis of current activity</p> <p><i>Below is space to reflect on current strengths and weaknesses related to the design element you are considering. It can be helpful to think about concrete examples and courses. When doing so, think about questions such as: Is it compulsory? What proportion of your eligible students take part? Is it assessed? When in the programme does it happen?</i></p> <p><i>In addition to question prompts that you identify yourself, questions like these can help you get a sense of how your strengths and weaknesses are distributed across your students' experiences.</i></p>	
<p>Strengths:</p> <ul style="list-style-type: none"> • • 	<p>Gaps/Weaknesses</p> <ul style="list-style-type: none"> • •
<p>Indicators of success</p> <p><i>Not all elements are equally relevant to all fields – you and colleagues will have a sense of what the appropriate level or realistic goal is in your context. Identifying your indicators of success for context-appropriate implementations of this element can help future planning.</i></p> <p><i>In your context, what does a successful implementation of this element look like? What indicators could you use to know if your plans have been successful?</i></p>	
SELF-ASSESSMENT	
<p><i>Based on your analysis, how do you currently assess your overall activity in relation to this element and where would the appropriate level lie in your context?</i></p> <p><i>On each of the scales below, enter a 'C' for the current state of your provision and a 'G' for your goal position.</i></p>	
<p>Provision in this area:</p>	
<p><i>Non-existent</i> <i>Substantial</i></p>	
<p><i>Of limited effectiveness</i> <i>Highly effective</i></p>	
<p><i>Clustered within the degree</i> <i>Spread throughout the degree</i></p>	
<p>Other comments</p> <p><i>Capture below any comments on the ratings that would be helpful for yourself or your colleagues.</i></p>	

ACTION PLANNING (existing or new plans – focus on how to lessen any gap between the current and goal positions for this element)

Opportunities – quick wins

What quick wins are possible for this element? What is required to make these a reality?

Opportunities – longer-term plans

What longer-term changes are needed to see more substantial progress for this element? What is required to make these a reality?

Who can you engage to help you with your plans?

Support could come from within your school and/or from elsewhere in the University, e.g. the Careers Service, IAD, IS, Development and Alumni.

Design elements

1. Real-world / applied learning
Subject teaching that is rich in real-world examples, research projects and opportunities to see how the subject and its methods are applied in different external contexts.
2. Active teaching methods
Active teaching methods – this may include problem solving; discussions/debate; team activities; real-world activities (fulfilling a project brief, consultancy); opportunities for students to create; competitions; the pitching of ideas etc. In short, active teaching methods are any choice of pedagogies that increase active, rather than passive, learning in students.
3. Skills and attributes
Through the choice of learning, teaching and assessment methods, provides a curriculum that enhances students' non-technical skills and attributes in a coherent and developmental way.
4. Employer and alumni engagement
Diverse and regular involvement with employers and alumni – not solely as guest speakers or providers of placements but also to help inform the curriculum, get involved with student assessment; provide case studies and project ideas, to act as mentors etc.
5. Career management skills and insights
Planned space within the curriculum for students to gain career management skills and insights and to be encouraged to engage in timely career planning.
6. Enterprise education and mindset
Enterprise education for all students, not just those that wish to set up their own business. Enterprise activities allow all students to develop creativity, leadership, innovation, negotiation, and confidence; all of these attributes highly valued in various work contexts.
7. Work experience
Opportunities for, and active encouragement of, work experience – developing students' expertise and attributes, and where possible building links with the rest of the curriculum. This could be in many different forms, for example: blocks of work-related experience; a short two-week work experience; a year-long industry placement; a volunteering experience; individual or group project work for an employer.
8. Reflection
Regular opportunities for students to reflect on and articulate their learning and development, and to plan further growth and learning opportunities (PDP).
9. Explicit recognition and valuing of employability across the curriculum
Explicit recognition and valuing of employability across the curriculum – through employability relevant learning outcomes and assessment; highlighting and encouraging students to recognise the skills being developed; encouragement to engage with curricular, co- and extra-curricular development opportunities (e.g. part-time work, volunteering, sports and societies, or caring responsibilities)
10. Student support system
A student support system that is motivating and supportive in the way that: PDP is handled; career discussions enabled; and further opportunities and services promoted and signposted.